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ABSTRACT

The first part of a 3-year evaluation of the Special Education Program in the Austin (Texas) Independent School District (AISD) was conducted during the first half of the 1985-86 school year. The goals of this first-year evaluation were to describe the programs and services provided to special education students in AISD, compare these programs and services with those required by federal and state law and local policy, and provide decisionmakers with basic context information so that decisions about special education could be better informed. AISD was found to be meeting all legal and regulatory requirements and to be exceeding them in some service areas, specifically in providing transportation services for special education students. AISD's Special Education serves the highest percentage of students of any of the eight largest Texas school districts and identifies larger percentages of students as learning disabled and emotionally disturbed than are identified in other urban Texas school districts (except San Antonio), in the state as a whole , and in the nation. The annual cost for a full-time equivalent special education student is $8,365, nearly three-and-one-half times the cost for a full-time regular education student, with instructional costs comprising two-thirds of the total special education costs. (VW)

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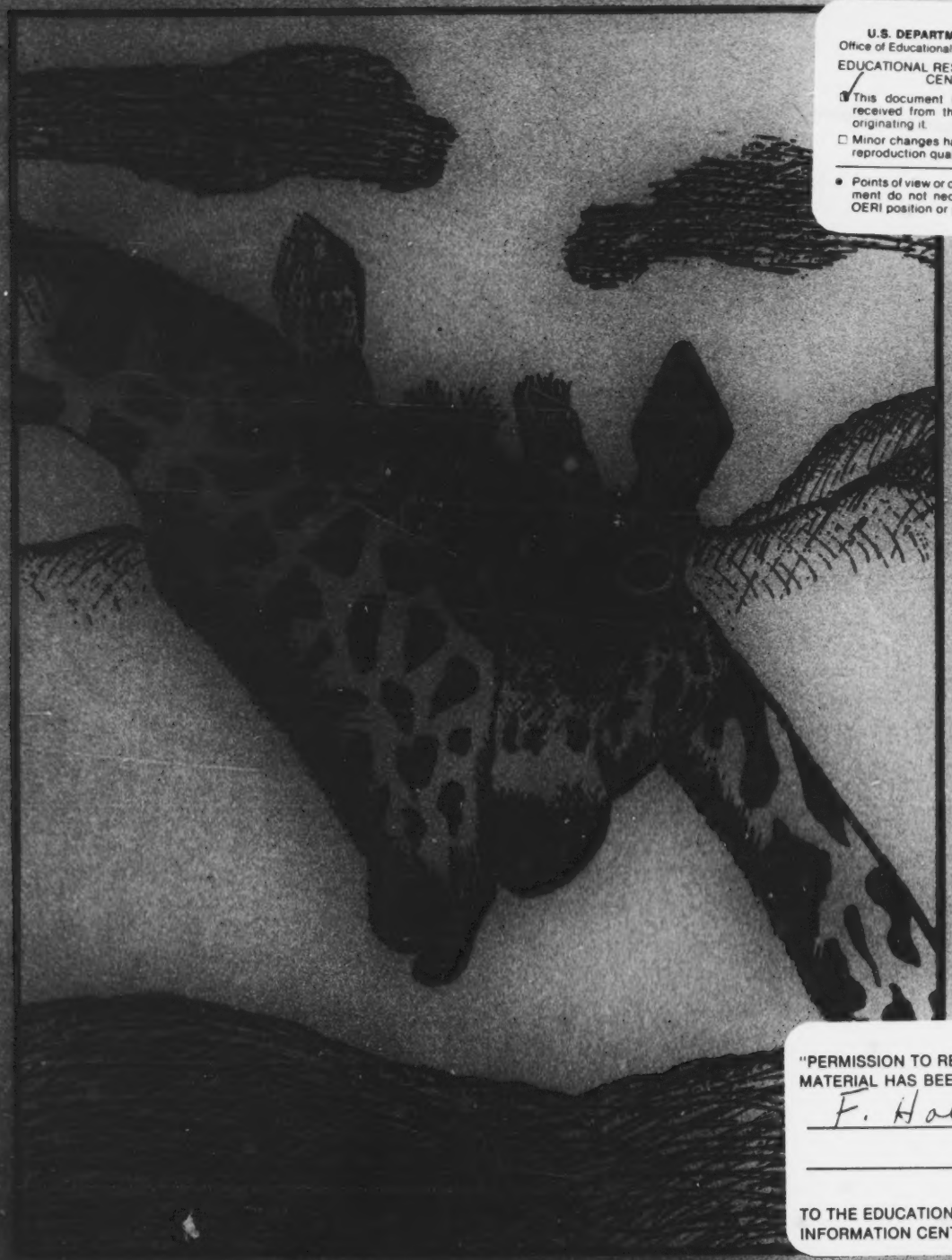
Special Education in AISD: Context and Program Description



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FOREWORD AND ACKNOWLEDGEMENTS

The evaluation findings presented in this report should be regarded as the first product of a three-year effort to evaluate Special Education. This first-year (1985-86) evaluation is intended to tell decision makers what the Special Education Program is in AISD and what services are provided to students. Year 1 is not an evaluation of the efficiency or effectiveness of Special Education, issues to be addressed in Years 2 and 3, respectively. ORE cautions decision makers that questions relating to modifications in the type or amount of services to be provided to students through Special Education may be better answered after subsequent years' evaluations. However, the findings presented here should provide decision makers with basic context information about the Special Education Program so that any decisions made can be better informed.

The Office of Research and Evaluation (ORE) wishes to thank personnel in the Divisions of Elementary Education, Secondary Education, Operations and Community Resources, and Management and Finance for their assistance and cooperation in this study. Special thanks are owed to the administrative supervisors of elementary and secondary Special Education and to the other members of the Special Education Coordinating Council. The assistance of staff in the Texas Education Agency (TEA) in furnishing various requested data is also greatly appreciated.

Cover arrangement by Elaine Jackson, Associate for Management Information

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SPECIAL EDUCATION IN AISD: CONTEXT AND PROGRAM DESCRIPTION, 1985-86

EXECUTIVE SUMMARY

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OTHER CONTACT PERSONS: David Doss, Glynn Ligon

MAJOR FINDINGS

1. Two recent "audits" of AISD Special Education have established that Special Education in AISD meets the requirements set forth by federal and state law and regulations. A consultant's study came to the same conclusion.

2. A consultant's study concluded that there are specific service areas which may go beyond those required by law. Transportation services for Special Education students was a major area cited.

3. AISD's Special Education serves the highest percentage of students of any of the eight largest Texas school districts. In 1983-84, AISD served 2% more of its student enrollment than the average percentage for the other seven urban districts (about 1,100 more students).

4. AISD identifies larger percentages of students as Learning Disabled and Emotionally Disturbed than are identified in the other urban Texas school districts, in the State, and in the Nation. (Except San Antonio ED students)

5. Special Education is a costly program. The annual cost for a full-time equivalent (FTE) student in Special Education is $8,365, nearly three and one half times the cost for a FTE regular education student. "Overhead" costs shared with regular education add an estimated $500 to $1,000 per Special Education FTE.

6. Instructional costs are more than two thirds of total Special Education costs.

7. Because regular education in AISD is also expensive, the cost ratio of Special Education to regular education in AISD is lower than the ratios of six of the other seven Texas urban districts.

OTHER FINDINGS OF INTEREST

1. Contrary to popular conception, only about 7-8% of Special Education students in AISD are classified as Mentally Retarded. The largest percentage of students served, 53-59%, is in the Learning Disabled category.

2. Approximately two thirds of all AISD Special Education students are male. The number of male students exceeds the number of female students in nearly every handicapping condition, most noticeably in the categories of Emotionally Disturbed and Learning Disabled.

3. The percentage of Black students in Special Education is 7% higher than the percentage of Black students in AISD. The percentage of Hispanic students in Special Education is 1% higher, and the percentage of White students is 7% lower.

4. The great majority of Special Education students (about 85%) is served on a regular campus. Approximately 12-15% of Special Education students are served in other locations. Only from .1% to .2% of Special Education students are located in a residential setting.

5. About one half of the regular education teachers surveyed indicated that they are discouraged from referring students to Special Education because of the time the process requires.

6. About two thirds of the Special Education teachers surveyed claimed to be satisfied with the number of students in their classes.

IMPLICATIONS FOR DECISION MAKERS

1. Special Education is a large, complex program, heavily regulated by law, and structured so that there is a wide latitude in determining the best instructional course for each child.

2. Special Education costs are high, not only in AISD. The cost per full-time equivalent (FTE) student ranges from 2.76 to 3.88 times the cost of regular education in the Texas urban districts.

3. AISD expends considerable resources on Special Education:

    a. We serve a higher percentage of our students than any other urban, Texas district.

    b. Our Special Education expenditures per FTE are next to the highest among the eight urban districts.

4. Although the level of expenditures per FTE should be scrutinized for greater efficiency and cost savings, an examination of the number of students being served may lead more readily to areas of potential reduction.

SPECIAL EDUCATION IN AISD: CONTEXT AND PROGRAM DESCRIPTION, 1985-86

EVALUATION FINDINGS

A context evaluation of the Special Education Program in the Austin Independent School District (AISD) was conducted by the Office of Research and Evaluation (ORE) during the first half of the 1985-86 school year. The goals of this first-year evaluation were to describe the programs and services provided to Special Education students in AISD and to compare these programs and services with those required by federal and state law and local policy. The evaluation was also intended to provide decision makers with basic context information so that decisions about Special Education could be better informed. Subsequent evaluation planned for Years 2 and 3 will focus on the efficiency with which services are delivered and the effectiveness of the program in attaining its stated goals and objectives.

The major evaluation findings may be grouped into four general areas:

- Programs and services,
- Characteristics of students served,
- Cost, and
- Staff.

Findings in each of these areas are discussed below.

Programs and Services

AISD provides a wide range of programs and services to address the basic precepts of Special Education mandated by federal and state law. These include the provision of:

- A "free, appropriate, public education" in the "least restrictive environment" to all eligible handicapped students between the ages of 3 and 21, inclusive (P.L. 94-142).
- Special services for Visually Handicapped and Auditorially Handicapped infants, ages 0-3.
- Related services (e.g., speech therapy, occupational and physical therapy, counseling, etc.) to eligible students as designated within the students' Individual Educational Plans (IEP's).
- Special transportation for qualified handicapped students, when such transportation is required to access the appropriate educational services.
- A variety of instructional settings throughout the District to meet various program needs (e.g., itinerant, resource, partially self-contained, self-contained, homebound, residential, contracted, etc.).
- A variety of vocational and prevocational training programs designed to meet the needs of handicapped students.
- Comprehensive individual assessments for initial placements and three-year reevaluations.

- Opportunities for Special Education students to interact with nonhandicapped students during regularly scheduled activities, such as lunch periods, assemblies and regular classes.
- Opportunities for Special Education students to participate in extra-curricular activities on the same basis as nonhandicapped students.
- Programs as close as possible to the student's home.
- Services to eligible students in private/nonpublic schools on a dual enrollment basis, when requested through the Admission, Review, and Dismissal (ARD) process.
- Services in nonpublic schools on a day or residential basis.
- Special services to eligible students on a shared basis with intermediate care facilities for the mentally retarded (ICF/MR), the School for the Blind, and the School for the Deaf.

A major question for the evaluation was how the level of services provided to AISD Special Education students compared with the level required by law and District policy. This question touches both on the issue of compliance and the issue of excess services. Regarding compliance, it was found that:

- Insofar as the governmental agencies charged with monitoring Special Education compliance are concerned, Special Education in AISD does meet the requirements set forth by federal and state law and regulations.

- A consultant's study came to the same conclusion.

- However, there are service areas which, in the opinion of some AISD administrators, fail to meet the basic federal and/or state requirements.

The question of excess services could not be answered definitively with the data obtained to this point. However, some areas of possible excess were identified.

- A consultant's study identified the following as possible areas of excess services: medical services in conjunction with the Special Olympics; coordination services by elementary counselors; instructional services provided in impact units; and transportation services, particularly for deaf students attending the state school.

- AISD regular education administrators identified other possible excess services in the areas of psychological services, guidance and counseling, and vocational education.

- Special Education administrators also identified the services related to the Special Olympics as possibly excessive.

Characteristics of Students Served

- While the average person probably thinks of Special Education students as being primarily classified as Mentally Retarded, only about 7-8% of Special Education students in AISD fall in that classification.

- The largest number of students served is in the Learning Disabled category, 53-59% of all Special Education students. Emotionally Disturbed and Speech Handicapped are the next most frequent categories.

- In recent years, from 6,700 to 7,500 AISD students annually have been served by Special Education. However, the number of students actually in Special Education at a given time is lower, around 5,700 at the start of the 1986 spring term.

- From 41-43% of AISD Special Education students are White, 30-32% are Hispanic, and 26-27% are Black.

- In 1984-85, the percentage of minority Black students in Special Education was 7% higher than the percentage of Black students in AISD. The percentage of Hispanic students was 1% higher and the percentage of White students was 7% lower.

- Approximately two thirds of all AISD Special Education students are male. The number of male students exceeds the number of female students in nearly every handicapping condition, most noticeably in the categories of Emotionally Disturbed and Learning Disabled.

- The great majority of Special Education students (about 85%) are served on a regular campus, either by a combination of regular and Special Education personnel or by Special Education personnel only.

- From 53-57% of all Special Education students are served in a resource room on a regular campus; 27-31% of all students served are in integrated or self-contained classrooms on a regular campus.

- Approximately 12-15% of Special Education students are served on separate campuses or in other settings. Only from .1% to .2% of Special Education students are located in a residential setting.

- AISD identifies a larger percentage of its student enrollment for Special Education than any of the urban Texas school districts.

- AISD identifies larger percentages of students as Learning Disabled and Emotionally Disturbed than are identified by the other seven urban Texas school districts and by the State. (Except San Antonio ED students)

- AISD served a higher percentage of its enrollment in 1983-84 than was served either in Texas or the U.S.

- AISD is most out of line with national service figures in the categories of Learning Disabled and Emotionally Disturbed.

Cost

- The percentage of AISD's total budget that Special Education represents has increased from 10.8% in 1979-80 to 12.4% in 1985-86; however, since 1983-84, this percentage has declined for two successive years.
- From 1979-80 through 1985-86, AISD's local portion of Special Education funding has increased from 44% to 63% of all Special Education funding.
- AISD receives the lowest percentage of total costs from the State of the eight urban districts.
- State funding has not kept pace with the cost of Special Education.
- AISD furnishes the highest percentage of Special Education costs from local funds of all the eight urban Texas districts.
- Instructional costs are more than two thirds of the total Special Education costs.
- Special Education transportation costs make up about one sixth of total Special Education costs. They exceed the costs for Campus Level Support and Administration both separately and together.
- In 1984-85, AISD's total cost per FTE for Special Education was the second highest of all the eight urban districts, after San Antonio ISD, and the second highest for regular education, after Dallas ISD.
- AISD's ratio of cost per FTE of Special Education to regular education is nearly three and one half to one; however, the ratio in AISD was the second lowest of the eight districts. Only DISD's ratio was lower.
- While AISD serves the highest percentage of Special Education students and spends the second-highest amount per FTE on Special Education, it also spends the second-highest amount per FTE on regular education.
- The annual cost for educating a full-time equivalent (FTE) student in Special Education is $8,365, nearly three and one half times the cost for a FTE regular education student. "Overhead" costs shared with regular education add an estimated $500 to $1,000 per Special Education FTE.

Staff

- In 1985-86, AISD has 1,120.5 Special Education employees in 34 different job categories. There are 31.5 administrative, 587 professional, and 502 classified staff.
- AISD's pupil-teacher ratio (PTR) was the second lowest of the eight Texas urban districts for Speech Handicapped students and for Emotionally Disturbed students.

- The average daily class load of Special Education teachers is low compared to the daily class load of regular education teachers. The average total pupil contact hours for Special Education teachers in 35.39. Daily contact hours per teacher range from .83 to 125.

- Based on logged activities, elementary regular education counselors and teachers spend more time on Special Education-related activities than do secondary regular education counselors and teachers.

- Junior high school principals and assistant principals spend a larger percentage of their time on Special Education than their counterparts in elementary and senior high school.

WHAT IS SPECIAL EDUCATION?

Special Education is the program of instruction provided by an educational institution to eligible handicapped students either in addition to or instead of instruction provided through the regular education program.

In Texas law and AISD policy, "'handicapped students' means students between the ages of three and 21, inclusive;

(A) with educational handicaps (physically handicapped, auditorially handicapped, visually handicapped, mentally retarded, emotionally disturbed, learning disabled, speech handicapped, autistic, or multiply handicapped); and children leaving and not attending public school for a time because of pregnancy; and

(B) whose disabilities are so limiting as to require the provision of special services in place of or in addition to instruction in the regular classroom."

Further, both Texas law and AISD policy require that "a free, appropriate public education shall be available to visually handicapped students and hearing impaired students from birth" through age two.

For each student, the identification of a handicap or impairment is determined from a comprehensive individual assessment. The purpose of the assessment is to determine: (1) if a physical, mental, or emotional disability exists; (2) if a significant educational deficit exists; and (3) the student's specific learning competencies.

Based on the comprehensive assessment, the decision is made whether to place a student in Special Education. This decision can be made only by an Admission, Review, and Dismissal (ARD) Committee composed of school staff and parents as stipulated by the State Board of Education Rules for Handicapped Students.

If a student is considered eligible for and requires Special Education, an individual educational plan (IEP) is developed by the school and parents. The IEP outlines the special education instruction and related services (e.g., speech therapy, occupational and physical therapy, counseling, etc.) a student is to receive. The student is then placed in the least restrictive environment which meets the student's needs. Review of the program placement by an ARD Committee occurs at least annually. A complete reevaluation of the student's needs and placement is conducted every three years.

WHAT ARE THE GOALS AND OBJECTIVES OF THE SPECIAL EDUCATION PROGRAM?

The goals of Special Education mandated by federal law and regulations, and AISD policy, which are espoused by AISD Special Education staff, are:

- To insure that all handicapped children have available to them a free appropriate public education which includes special education and related services to meet their unique needs, and

- To insure that the rights of handicapped children and their parents are protected.

The goals of Special Education in AISD, as stated in a pamphlet distributed to the public, are to:

- Focus attention on the student's educational needs,

- Meet the needs of eligible handicapped students through comprehensive and flexible educational programs and services,

- Provide full educational opportunity and involvement with nonhandicapped peers to the fullest extent appropriate,

- Combine Special Education with the total school program to meet the varying needs of handicapped students better,

- Prepare handicapped individuals to the maximum extent possible for self-sufficient and productive lives, and

- Encourage the involvement of parents and the community in the education of handicapped students.

In addition to these general goals, beginning in 1984-85, Texas school districts were required by the Texas Education Agency (TEA) to report annual one-year plans of objectives and activities for program improvement. These objectives target more specific improvements Special Education is required to or would like to bring about. Four objectives were reported by AISD in 1984-85 and five objectives in 1985-86. Of particular note among the 1985-86 objectives are the following:

- Austin ISD will revise assessment procedures to more closely comply with state and federal requirements.

- Austin ISD special education programs will revise and implement discipline procedures to comply with the requirements of H.B. 72.

One further source of programmatic objectives should be noted. In June, 1981, a Five-Year Comprehensive Special Education Plan was drawn up by Special Education staff. The plan contains 33 objectives grouped, as shown in parentheses, under five subprogram areas: Child Identification/Appraisal (11), Placement Services (2), Program Development/Implementation (7), Personnel Development (6), and Program Support Systems/Resources (7). Now in its fifth year, with many of the activities completed or superseded by newer activities, the plan serves as a guidebook orienting Special Education staff to the direction the program has taken in the past through the present.

WHAT ARE THE LAWS ABOUT SPECIAL EDUCATION, AND WHAT DO THEY REQUIRE?

The three most important federal "laws" affecting handicapped children are:

- The Fourteenth Amendment to the Federal Constitution,
- Section 504 of The Rehabilitation Act of 1973, and
- The Education of the Handicapped Act, as amended by Public Law (P.L.) 94-142 in 1975.

The state law governing the education of handicapped children in Texas is Section 16.104 of the Texas Education Code, the Comprehensive Special Education Program for Handicapped Children, as set forth in Title 19 of the Texas Administrative Code, Chapter 89, Subchapter G, Special Education. In addition, the recently enacted Texas House Bill 246--Chapter 75, the "Well-Balanced Curriculum"--contains provisions affecting handicapped students.

Fourteenth Amendment

The Fourteenth Amendment to the United States Constitution prohibits states and their local subdivisions--which includes school districts--from denying to any person within their respective jurisdictions the equal protection of the law, or from taking life, liberty or property without due process of the law.

The Fourteenth Amendment thus serves to protect handicapped persons against a government policy or law which discriminates against them (equal protection) or which deprives them unjustly of life, liberty, or property (due process). Although education is not a fundamental right, such as the right to assemble or to vote, it can be a property right and may not be denied without due process.

Rehabilitation Act of 1973 - Section 504

The Rehabilitation Act prohibits discrimination against handicapped persons by recipients of federal financial assistance (grants, loans, contracts, etc.). In prohibiting discrimination, the Act requires recipients to provide qualified handicapped students with aid, benefits, or services that are equal to those provided to nonhandicapped students--i.e., equal in quality of materials, teacher quality, length of school term, daily hours of instruction, etc. Programs available to the handicapped may not be separate from those available to the nonhandicapped, unless such segregation is necessary for the program to be effective. Where programs are permissibly separate, facilities for the handicapped must be equal to those for the nonhandicapped.

In addition to the above requirements, a recipient of federal funds must identify every qualified handicapped person residing within its jurisdiction who is not receiving a public education and inform those persons of their rights under the Act. Also, an appropriate public education must be made available to each qualified handicapped person, regardless of the nature or severity of the person's handicap. In order to guarantee that an appropriate education is made available, Section 504 regulations include requirements for notice, consent, identification, evaluation, and placement. These requirements are similar to those mandated under the EHA (discussed next).

Education of the Handicapped Act (EHA), as Amended by P.L. 94-142

Part B of the Education of the Handicapped Act of 1970 (P.L. 91-230) was amended in 1975 with the passage of The Education for All Handicapped Children Act (P.L. 94-142). Although other sections of the EHA besides Part B remained basically unchanged, the revisions to that part were so comprehensive that P.L. 94-142 has become known as the "Bill of Rights" for the education of handicapped children.

The intent of Congress in passing P.L. 94-142 was:

- To ensure that a free appropriate public education is made available in the least restrictive environment to each handicapped child between the ages of three and twenty-one,
- To guarantee that the rights of handicapped children are protected,
- To assist state and local units financially in providing appropriate programs, and
- To assess the effectiveness of efforts to provide appropriate programs.

Under the Act, recipients of federal funds are required to identify, locate, and evaluate all resident handicapped children; to develop an individual education program (IEP) for each handicapped child; to establish procedural safeguards; and to hold in confidence information and data used in evaluation and placement.

Title 19, Part II, Chapter 89, Subchapter G, Special Education

The administrative regulations stemming from Section 16.104 of the Texas Education Code, which themselves have the force of law, are set forth in Title 19 of the Texas Administrative Code, Chapter 89, Subchapter G, Special Education. These regulations, referred to as the State Board of Education (SBOE) Rules for Handicapped Students, extend and clarify provisions in federal regulations and state law.

Chapter 75, the Well-Balanced Curriculum

Texas House Bill 246 contained two provisions regarding Special Education which are codified in Chapter 75 of the Texas Administrative Code. Chapter 75 mandates (1) "joint responsibility of the cooperative delivery of effective instruction of essential elements" by both special and regular instructional personnel for handicapped students, and (2) assurance that a "well-balanced" curriculum is provided as much as possible for each student, "regardless of special need or condition."

WHAT PROGRAMS AND SERVICES DOES AISD PROVIDE TO SPECIAL EDUCATION STUDENTS?

In AISD, a wide range of instructional services is available for meeting the educational needs of Special Education students. The continuum of instructional options is shown in Figure 1.

As shown in the figure, different instructional options, varying from a less restricted educational environment to a more restricted one, are available for students depending on the severity of the student's handicap. The majority of Special Education students are placed in instructional options where they receive instruction on regular campuses from both regular education and Special Education personnel. A smaller percentage of Special Education students, those with more severe physical, mental, or emotional handicaps, receive their instruction exclusively from Special Education personnel in more specialized settings, such as a self-contained classroom, a hospital, or a residential setting.

Attachment 1 gives a breakdown of AISD's Special Education instructional programs and services.

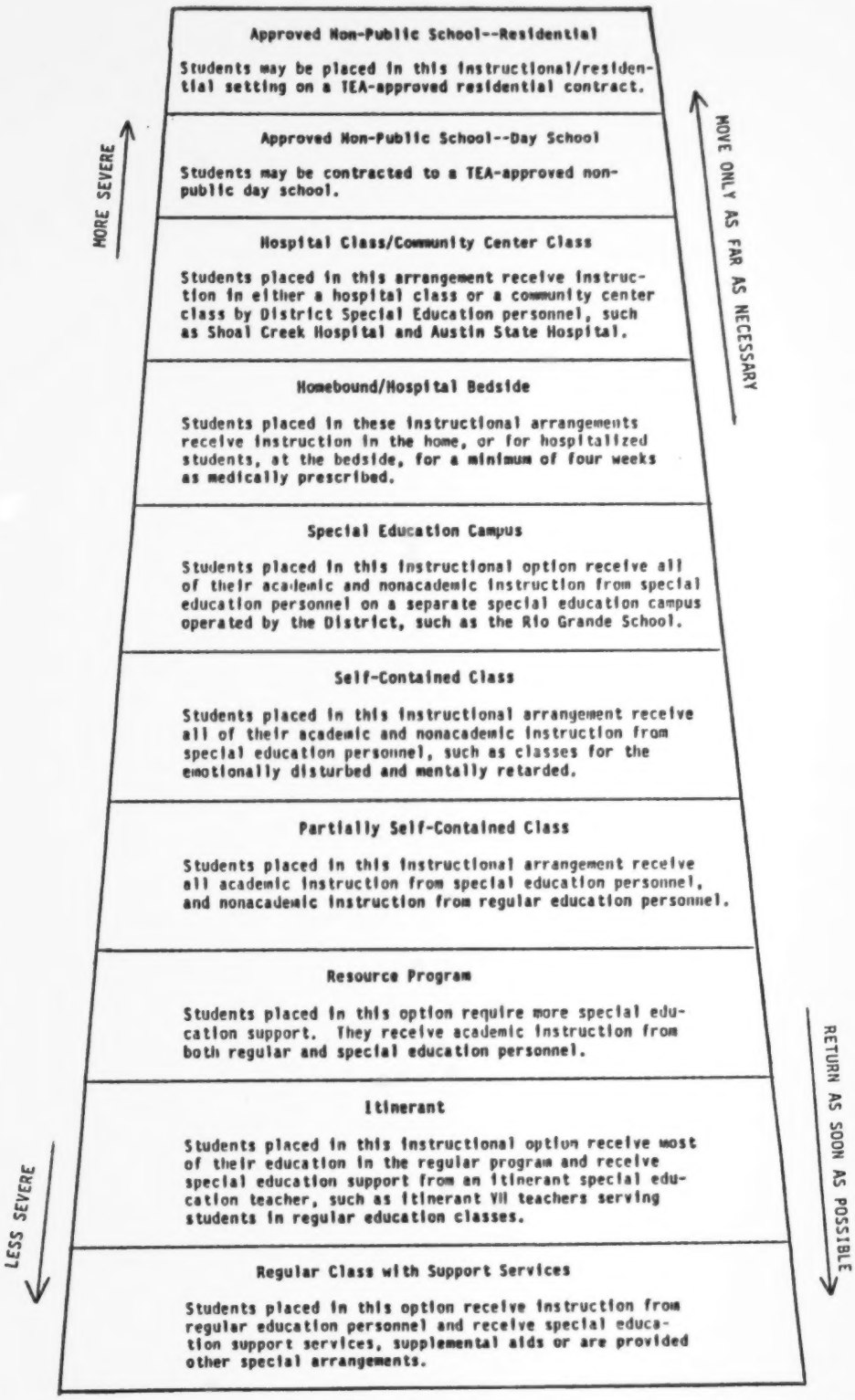
Approved Non-Public School--Residential
Students may be placed in this instructional/residential setting on a TEA-approved residential contract.
Approved Non-Public School--Day School
Students may be contracted to a TEA-approved non-public day school.
Hospital Class/Community Center Class
Students placed in this arrangement receive instruction in either a hospital class or a community center class by District Special Education personnel, such as Shoal Creek Hospital and Austin State Hospital.
Homebound/Hospital Bedside
Students placed in these instructional arrangements receive instruction in the home, or for hospitalized students, at the bedside, for a minimum of four weeks as medically prescribed.
Special Education Campus
Students placed in this instructional option receive all of their academic and nonacademic instruction from special education personnel on a separate special education campus operated by the District, such as the Rio Grande School.
Self-Contained Class
Students placed in this instructional arrangement receive all of their academic and nonacademic instruction from special education personnel, such as classes for the emotionally disturbed and mentally retarded.
Partially Self-Contained Class
Students placed in this instructional arrangement receive all academic instruction from special education personnel, and nonacademic instruction from regular education personnel.
Resource Program
Students placed in this option require more special education support. They receive academic instruction from both regular and special education personnel.
Itinerant
Students placed in this instructional option receive most of their education in the regular program and receive special education support from an itinerant special education teacher, such as itinerant VH teachers serving students in regular education classes.
Regular Class with Support Services
Students placed in this option receive instruction from regular education personnel and receive special education support services, supplemental aids or are provided other special arrangements.
MORE SEVERE
LESS SEVERE
MOVE ONLY AS FAR AS NECESSARY
RETURN AS SOON AS POSSIBLE

Figure 1. CONTINUUM OF INSTRUCTIONAL OPTIONS.
This figure was supplied by Special Education.

NOTE: Adapted from: Reynolds, M.D. and J.W. Biron, Teaching Exceptional Children in All America's Schools Dec, 1977.

DOES AISD PROVIDE ALL THE SPECIAL EDUCATION SERVICES REQUIRED BY LAW?

Compliance Monitoring

Two recent "audits" of AISD Special Education have established that, insofar as the governmental agencies charged with monitoring Special Education compliance are concerned, Special Education in AISD does meet the requirements set forth by federal and state law and regulations.

The U. S. Department of Education requires that every three years local school districts demonstrate that local policies and administrative procedures meet the requirements for services to handicapped students as required by federal law and regulations. AISD complied with this requirement in May, 1984, by submitting to the Texas Education Agency (TEA) a document containing AISD's policies or administrative procedures for Special Education in seven major areas specified by TEA. Federal funds have been approved to flow to AISD for 1984-87.

In January of 1985, AISD Special Education was monitored by a team of personnel from TEA. The purpose of the monitoring visit was to determine if AISD was in compliance with state and federal rules and regulations and, if not, to assist the District in reaching compliance. The results of this monitoring report sent to the District in March, 1985, commended AISD for exemplary practices or efforts in 14 areas, while noting five areas of concern, and determining discrepancies in 18 areas. According to Special Education staff, corrective action was taken for each of the discrepancies found so that by August, 1985, all discrepancies were removed. AISD is now in compliance with TEA requirements. Special Education will be monitored for accreditation again in February, 1986, when the TEA accreditation team monitors all AISD programs.

Analysis by Consultant

An analysis of AISD's Special Education policies, procedures, and programs conducted by a consultant to ORE provides another source of information concerning AISD's provision of legally required services. After a detailed examination of the programs and services provided by Special Education in AISD in comparison with the requirements of federal and state law and local policy, the consultant concluded that **"the District is generally in very close alignment with both state and federal regulations in regard to the basic precepts within laws related to the provision of Special Education services"** (emphasis added). From the consultant's point of view, however, "There are specific areas which are omitted or lacking in specificity by local policy, procedures, and/or program descriptors." Noting that "a policy analysis alone is unable to clarify the actual extent of the provision of the services" in comparison to requirements, the consultant recommended that further examination be undertaken in the following areas:

- Alternative service provision for impact units,
- Coordination of regular and Special Education staff in the provision of a "well-balanced curriculum" for handicapped students,

- Consultant and itinerant services, especially at the elementary level for mildly handicapped students,
- Continuity of transitions between early childhood, elementary, junior high, secondary, and special campus programs,
- Entry and exit criteria for all special campus programs,
- Individualization of vocational services for the handicapped,
- Establishment of maximum teacher-student ratios and procedures for the equitable distribution of specialized instructional and related personnel units (e.g., ED and MR teachers, and OT/PT and speech therapists),
- Services for pregnant and homebound students, and
- Special transportation needs.

The complete text of the consultant's analysis is contained in Special Education: 1985-86 Final Technical Report (ORE Publication Number 85.34).

Staff Opinion

Other information bearing on this question was supplied by regular education administrators in October and November, 1985, and by Special Education administrators in December, 1985. The regular education administrators in charge of offices or departments identified as having significant impact on Special Education students were queried by ORE concerning the services their units provide. The departments or offices surveyed were Health Services, Psychological Services, Visiting Teachers, Student Affairs, Guidance and Counseling, Vocational Education, and Pupil Transportation. In most cases, administrators responded that their offices or departments' services met federal and state requirements. However, the chief administrators of Vocational Education and Psychological Services listed the following as services which "fail to meet minimum federal and/or state requirements." They also identified the reason for the lack of service and the policies or resources needed to overcome the service gap. See page 11.

DEPARTMENT/ OFFICE	SERVICES NEEDED	REASON FOR LACK OF SERVICE	NEEDED POLICIES/ RESOURCES
Vocational Education	Vocational Assessment Center	Lack of space, personnel, and operating funds	Local funds
Psychological Services	The 30-day time limit between referral date and date of assessment report is not always met.	Others fail to turn in their reports on time; Psychological Services staff and secretaries are overworked; schools do not space out referrals.	Continued emphasis on importance of timelines and spacing referrals; additional Psychological Services staff and secretaries.
	Three-year re-evaluations are not always completed in the year they are due.	Psychological Services staff are overworked; some students drop out or are chronically absent.	Additional Psychological Services staff; efforts to keep student in school.
	Temporary placement assessments are not always completed within required timelines.	Some schools have an inadequate system to request assessments from other school districts; some assessments from other districts are inadequate and testing must be repeated.	Emphasis placed upon timely requests for assessment from other districts.

The Special Education administrators comprising the Special Education Coordinating Council--the elementary and secondary Special Education administrative supervisors, management coordinators, and child find/placement specialists--responded to this interview question: "Are there any ways in which you feel the services provided by Special Education fail to meet the basic federal and/or state requirements?" Staff indicated that there were two areas in which they judged AISD was falling short of external requirements:

1. Early Childhood Program students, ages 3-4, being served on special campuses might arguably be mainstreamed to regular campuses as required by the "least restrictive environment" mandated in federal law. However, services for these students are delivered more cost effectively by the present arrangement.

2. AISD is understaffed in the area of physical education, which must be adapted to the special needs of students.

To the follow-up question, "How did this situation come about and what policies and/or resources are needed to overcome this service gap?" Special Education staff responded that additional space, funding, and services, both related services and medical services are needed. They also stated that a physical education person is needed to be available to assist with adapted physical education on each campus. In addition, staff stated that there was a need for personnel to provide consultative services over a longer term basis than are presently provided.

In sum, while AISD has complied with the requirements of state and federal regulatory agencies, in the judgment of some AISD administrators, Special Education may not be providing the level of services required by law.

DOES AISD PROVIDE MORE SERVICES THAN THOSE REQUIRED BY LAW?

Although this question cannot be answered definitively with the data obtained to this point, some data were provided by regular education and Special Education administrators. Regular education administrators who were the heads of departments or offices identified as having some significant impact on Special Education students were surveyed by ORE in October, 1985. The departments or offices surveyed were Health Services, Psychological Services, Visiting Teachers, Student Affairs, Guidance and Counseling, Vocational Education, and Pupil Transportation. Administrators were asked to list any ways in which the services of the individual's department or office went "beyond the basic federal and/or state requirements in serving handicapped students." They were also asked to explain why these services are provided and what additional resources, if any, are used to support them. The majority of administrators indicated that their departments provided services that they felt went beyond basic requirements. These are listed below.

DEPARTMENT/OFFICE	EXCESS SERVICE	REASON FOR EXCESS SERVICE	RESOURCES USED TO PROVIDE SERVICE
Health Services	• Physical examination required for each student participating in the Special Olympics	• Not given	o Personnel (coordinator, clerk, physician, registered nurse)
Psychological Services	• Attendance of Psychological Services personnel at Local Support Team (LST) and second-year ARD meetings	o Cost-effective way to gather information and and to perform assessment team planning	o Not given
Guidance and Counseling	• Referrals to outside agencies	o Not given	o Not given
	• LST/ARD coordination activities	o Not given	o Not given
Vocational Education	• Variety and number of Vocational Education for the Handicapped (VEH) Program offerings	o Requests from principals and Special Education personnel	o Local funds
	• Provision of vocational counselors at the junior high school level	o Need for career counseling at junior high school level	o Local funds

The Special Education administrators comprising the Special Education Coordinating Council (see page 11) were interviewed as a group in December, 1985. To the question, "Are there any ways in which you feel the services provided by Special Education go beyond the basic federal and/or state requirements for serving handicapped students?" administrators named the Special Olympics and transportation for Texas School for the Deaf students placed by their parents.

The policy analysis conducted by the consultant to ORE (described on page 12) provides another source of information relative to the question of excess services. The consultant identified the following programs and services as areas which may be excessive in relation to state and federal requirements.

- Health Services personnel currently provide extensive services such as physical examinations and x-rays in conjunction with the Special Olympics. These services require the time of the school physician and an AISD adaptive P.E. instructor for coordination. The Special Olympics is not an AISD program.

- Elementary counselors provide extensive support not only with counseling special students, but with coordination of the Local Support Team (LST) and Admission, Review, and Dismissal (ARD) Committee meetings.

- AISD provides instructional personnel to serve students in impact units. The students in these programs are often able to benefit from day programs provided at nearby schools. It is also possible that homebound services may be a more cost-effective approach to serving some students in these units.

- Transportation services for Special Education students in AISD is another area which may be excessive. A number of factors contribute to the complexity of this service provision, including the busing patterns created by the court-ordered desegregation plan which affected AISD school boundaries. This factor adversely impacts the federal and state requirement to provide special services in a "program as close as possible to the student's home." It is also possible that the need for the increased "special" transportation services may be related to the difficulty of handicapped students to cope adequately with the long, unstructured, and relatively unsupervised bus rides dictated by placement at distant "paired" schools.

- Transportation of students at the State School for the Deaf is not required of the District if the students are placed by their parents. Since funding for such services has been shifted by the passage of House Bill 72 of the Texas Legislature, the current AISD practice in this respect may be excessive.

The consultant cautioned, however, that "The areas cited as possibly exceeding required levels of services may actually be necessary in light of local priorities. ... **Furthermore, a broad program revision perspective including attention to long-range goals, District organizational structure, and possible redistribution of selected resources (e.g., personnel, space, funds, etc.) may provide more effective solutions to 'excesses' than simple reductions of services."**

HOW MANY STUDENTS ARE IN SPECIAL EDUCATION IN AISD?

Unless otherwise noted, the numbers reported below are taken from the Superintendent's Annual Report, Part III, which is sent to the Texas Education Agency in June of each year. The number of students served each year is a cumulative count, i.e., every student who was served by Special Education at some time during the year, regardless of the length of time the student was in Special Education, is included in the count. Therefore, these totals exceed the number served at any one time.

By Handicapping Condition

The numbers of students in each of 12 handicapping conditions served by Special Education from 1979-80 through 1984-85 are shown in Figure 2. In each year the largest numbers of students served were in the Learning Disabled category, 53-59% of all Special Education students. Emotionally Disturbed and Speech Handicapped are the next most frequent categories. While the average person probably thinks of Special Education students as primarily being classified as mentally retarded, only about 7-8% of Special Education students fall in that classification. The large increase in Multiply Handicapped students from 1982-83 to 1983-84 was the result of a state-mandated change in the identification procedure, and does not represent a real increase in the number of these students served.

Figure 3 presents the cumulative number of students served in each of the handicapping conditions as of January 10, 1986, compared with the numbers of active students, i.e., the students in Special Education as of the same date. The counts of active students represent the actual number of students being served by Special Education as of midyear 1985-86. Because more students will be identified for Special Education services as the year progresses, the number of students in most categories will be larger at the end of the year. The numbers in Figure 3 are generally smaller than those in Figure 2 for the same reason. A comparison of the cumulative number of students served with the number of active students indicates that Emotionally Disturbed, Other Health Impaired, and Pregnant students enter and leave the program at higher rates than students in other handicapping conditions.

By Instructional Location

The numbers of students served in each of eight instructional arrangements or combinations thereof from 1981-82 through 1984-85 are shown in Figure 4. As shown in the figure, in each year the great majority of Special Education students (85% or more) are served on a regular campus. On the regular campus, more than one half of all students served (53-57%) are served in a resource room by either a Special Education teacher assigned to the campus or by an itinerant Special Education teacher. The next-largest number of students on a regular campus is served in an integrated or self-contained classroom setting--27% to 31% of all students served.

Approximately 12-15% of Special Education students were served on separate campuses or in other settings. Only from .1% to .2% of Special Education students were located in a residential setting.

HANDICAPPING CONDITION	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Auditorially Handicapped	85	96	106	101	104	114
Autistic	-	2	4	7	12	17
Deaf-Blind	6	3	2	0	0	1
Emotionally Disturbed	767	737	847	889	930	1,076
Learning Disabled	3,914	4,010	4,102	4,164	4,192	4,030
Mentally Retarded	577	542	526	566	500	547
Multiply Handicapped	-	1	1	9	153	135
Orthopedically Handicapped	135	132	144	150	141	157
Other Health Impaired	170	220	252	313	350	382
Pregnant	194	140	120	198	107	122
Speech Handicapped	866	932	842	870	812	880
Visually Handicapped	53	60	62	62	73	80
TOTAL	6,767	6,875	7,008	7,329	7,374	7,541

Source: Superintendent's Annual Report, Part III, sent to the Texas Education Agency in June each year.

Figure 2. TOTAL NUMBER OF HANDICAPPED STUDENTS SERVED BY HANDICAPPING CONDITION, 1979-80 THROUGH 1984-85. The data in this figure were supplied by Special Education.

Handicapping Condition	Cumulative Number of Students Served*	Number of Active Students*
Auditorially Handicapped	119	102
Autistic	18	17
Deaf-Blind	1	1
Emotionally Disturbed	965	796
Learning Disabled	3,217	2,911
Mentally Retarded	578	531
Multiply Handicapped	131	125
Orthopedically Handicapped	123	111
Other Health Impaired	329	228
Pregnant	100	52
Speech Handicapped	842	763
Visually Handicapped	64	60
ALL CONDITIONS	6,487	5,697

* As of January 10, 1986

Note: The "Cumulative Number of Students Served" is the number of students served by Special Education at some time during the year, regardless of the length of time the student was in Special Education. The "Number of Active Students" is the number of students actually in Special Education as of the date given. Cumulative totals will usually exceed the number served at any one time.

Figure 3. NUMBER OF HANDICAPPED STUDENTS AS OF MIDYEAR 1985-86.

	1981-82		1982-83		1983-84		1984-85	
	#	%	#	%	#	%	#	%
Regular Campus								
Monitored Class	22	.3%	24	.4%	36	.5%	69	.9%
Resource & Itinerant	4,012	57.2%	4,090	55.8%	4,165	56.5%	4,030	53.4%
Integrated & Self-Contained	1,913	27.3%	2,088	28.5%	2,274	30.8%	2,322	30.8%
Subtotal	5,947	84.9%	6,202	84.7%	6,475	87.8%	6,421	85.1%
Separate Campus	474	6.8%	563	7.7%	348	4.7%	497	6.6%
Homebound	62	.9%	64	.9%	59	.8%	78	1.0%
Hospital	59	.8%	68	.9%	92	1.2%	262	3.5%
Community Center	452	6.5%	414	5.7%	390	5.3%	274	3.6%
Residential	12	.2%	14	.2%	10	.1%	9	.1%
Subtotal	1,059	15.1%	1,123	15.3%	899	12.2%	1,120	14.9%
TOTAL	7,006	100.0%	7,325	100.0%	7,374	100.0%	7,541	100.0%

Figure 4. NUMBER AND PERCENT OF HANDICAPPED STUDENTS SERVED BY INSTRUCTIONAL ARRANGEMENT, 1981-82 THROUGH 1984-85. Data for this figure were supplied by Special Education.

By Ethnicity

The numbers of Special Education students served from 1982-83 through 1984-85 are shown by ethnicity in Figure 5. As the figure shows, about two fifths of the Special Education students in each of the three years were White (41-43%). Hispanic students accounted for less than about one third (30-31%) of the Special Education students in the years being considered, while Black students made up slightly more than one quarter (26-27%) of the Special Education population. Students of other ethnicities comprised less than 1% of the Special Education students in each of the three years.

By Ethnicity and Handicapping Condition

Data obtained from the Special Education Management System (SEMS) computer file as of June, 1985 are the basis for Figure 6. Figure 6 presents the number of Special Education students served in 1984-85 by ethnicity and handicapping condition. Inspection of Figure 6 reveals:

- White students constituted the largest percentages of Special Education students in each of the handicapping conditions, followed by Hispanic students in most categories.
- Larger numbers of Black students than Hispanic students were identified as Emotionally Disturbed and Mentally Retarded.
- Within each of the three major ethnic groups, the largest number of students was identified as Learning Disabled.
- Among White and Black Special Education students, the second-largest numbers were identified as Emotionally Disturbed. However, the second-largest number of Hispanic students was identified as Speech Handicapped.
- Of all Hispanic students in AISD, .9% were Emotionally Disturbed, compared to 2.7% of all Black students and 2.1% of all White students.
- In 1984-85, the percentage of Black students in Special Education was 7% higher than the percentage of Black students in AISD. The percentage of Hispanic students in Special Education was 1% higher, and the percentage of White students was 7% lower.

By Sex

The numbers of Special Education students (active as of January 10, 1986) of each sex are shown in Figure 7. As shown in the figure, approximately two thirds of all AISD Special Education students are male. The number of male students exceeds the number of female students in nearly every handicapping condition, most noticeably in the categories of Emotionally Disturbed and Learning Disabled.

ETHNICITY	1982-83 Number Served	1982-83 Percentage of Special Education	1982-83 Ethnic Breakdown of Total District	1983-84 Number Served	1983-84 Percentage of Special Education	1983-84 Ethnic Breakdown of Total District	1984-85 Number Served	1984-85 Percentage of Special Education	1984-85 Ethnic Breakdown of Total District
American Indian or Alaskan Native	15	.20	.16	18	.24	.16	24	.32	.17
Asian or Pacific Islander	48	.65	1.53	45	.61	1.69	47	.62	1.90
Black, Not Hispanic Origin	2,012	27.45	19.24	1,978	26.82	19.31	1,971	26.14	19.00
Hispanic	2,238	30.54	28.00	2,279	30.91	28.35	2,230	29.57	28.32
White, Not Hispanic Origin	3,016	41.15	51.07	3,054	41.42	50.49	3,269	43.35	50.60
TOTAL	7,329	100.00	100.00	7,374	100.00	100.00	7,541	100.00	100.00

Number of Special Education Students Served	District Membership
1982-83: **7,329**	1982-83: **55,248**
1983-84: **7,374**	1983-84: **56,214**
1984-85: **7,541**	1984-85: **58,540**

NOTE: Special Education data are cumulative counts as of June of each year.
Total District data are from the October 1 Membership Report of each year.

Figure 5. TOTAL OF HANDICAPPED STUDENTS SERVED BY ETHNICITY, 1982-83 THROUGH 1984-85.

HANDICAPPING CONDITION	ETHNICITY					
	American Indian	Asian	Black	Hispanic	White	Total
Auditorially Handicapped	0	4	22	26	79	131
Autistic	0	1	2	1	13	17
Deaf-Blind	0	0	0	0	1	1
Emotionally Disturbed	2	6	305	147	618	1,078
Learning Disabled	14	14	1,115	1,358	1,529	4,030
Mentally Retarded	2	6	171	157	211	547
Multiply Handicapped	0	0	21	36	78	135
Orthopedically Handicapped	1	1	25	50	80	157
Other Health Impaired	1	1	54	77	249	382
Pregnant	0	0	48	48	26	122
Speech Handicapped	3	15	200	310	353	881
Visually Handicapped	1	0	11	25	43	80
TOTAL Special Education	24	48	1,974	2,235	3,280	7,561
TOTAL District	133	1,114	11,123	16,577	29,593	58,540

Note: Data for this figure were obtained from the end-of-year computer file (6/12/85). Totals by handicap differ from those in Figure 2 because the file remained active after the TEA counts were made. Totals by ethnicity differ from those in Figure 5 for the same reason.

Figure 6. NUMBER OF SPECIAL EDUCATION STUDENTS BY ETHNICITY AND HANDICAPPING CONDITION, 1984-85.

Handicapping Condition	Sex		Total*
	Female	Male	
Auditorially Handicapped	51	51	102
Autistic	2	15	17
Deaf-Blind	0	2	2
Emotionally Disturbed	200	595	795
Learning Disabled	826	2,082	2,908
Mentally Retarded	226	305	531
Multiply Handicapped	50	75	125
Orthopedically Handicapped	50	61	111
Other Health Impaired	105	123	228
Pregnant	52	0	52
Speech Handicapped	269	496	765
Visually Handicapped	30	30	60
ALL CONDITIONS	1,861	3,835	5,696

* Totals differ slightly from the numbers given in Figure 3 because the counts in Figure 3 were taken from an active computer file after the counts by sex were made.

Figure 7. NUMBER OF SPECIAL EDUCATION STUDENTS BY SEX AND PRIMARY HANDICAPPING CONDITION. Only students active as of January 10, 1986 are included.

HOW IS SPECIAL EDUCATION IN AISD STAFFED?

Types of Staff

Figure 8 shows the various types of Special Education staff AISD has. As seen in the figure, AISD employs a wide variety of specialized staff needed to provide the instructional and related services required by law, as specified in students' Individual Educational Plans (IEP's).

SPECIAL EDUCATION STAFF

- Adapted Physical Education Teacher
- Adaptive Equipment Aide
- Administrative Supervisor
- Associate Psychologist
- Audiologist
- Behavioral Specialist
- Bus Driver
- Bus Monitor
- Bus Scheduler
- Child find Placement Specialist
- Clerk
- Counselor
- Educational Diagnostician
- Head Teacher
- Health Aide
- Helping Teacher
- Instructional Coordinator
- Laundry Service Bookkeeper
- Laundry Service Driver
- Laundry Service Supervisor
- Management Coordinator
- Mechanic
- Occupational Therapist
- Orientation and Mobility Instructor
- Physical Therapist
- Program Supervisor
- Psychological Associate
- Secretary
- Speech Therapist
- Teacher
- Teacher Aide
- Therapist
- Vocational Adjustment Coordinator (VAC)
- Vocational Education for the Handicapped (VEH) Teacher

REGULAR EDUCATION STAFF WHO PROVIDE A SIGNIFICANT LEVEL OF SERVICES TO SPECIAL EDUCATION STUDENTS

- Assistant Principal
- Associate Psychologist
- Counselor
- Educational Diagnostician
- Principal
- Psychologist
- Staff Nurse
- Teacher
- Visiting Teacher

Figure 8. TYPES OF AISD SPECIAL EDUCATION STAFF.

Number of Staff

The number of Special Education staff in 1985-86, according to information supplied by the Department of Personnel in December, 1985, is shown in Figures 9, 10, and 11, and 12.

Administrative Staff	Number
Elementary Administration	
Administrative Supervisor	1
Management Coordinator	1
Program Supervisors	6
Instructional Coordinators	8
Child Find/Placement Specialist	1
Total Staff, Elementary Administration	17
Secondary Administration	
Administrative Supervisor	1
Program Supervisors	5
Instructional Coordinators	7
Management Coordinator	1
Child Find/Placement Specialist	1/2
Total Staff, Secondary Administration	14 1/2
TOTAL ADMINISTRATIVE STAFF	31 1/2

Figure 9. TOTAL ADMINISTRATIVE SPECIAL EDUCATION STAFF.

Professional Staff	Number
Regular Campuses	
Vocational Adjustment Coordinators	9
High School Teachers	70 1/2
Junior High School Teachers	60
Elementary Teachers	197 1/2
Junior High Counselor	1
Elementary Counselor	1
Total Staff, Regular Campuses	339
Elementary Special Campuses	
Early Childhood Teachers	28 1/2
Elementary Teachers	40 1/2
Adapted PE Teacher	1
Itinerant Teachers of the Visually Handicapped	2
Teachers of Visually Handicapped Infants	1 1/2
Itinerant O & M Instructors of the Visually Handicapped	2 1/2
Teacher of the Auditorially Handicapped	1
Itinerant Teacher of the Auditorially Handicapped	1/2
Speech Therapists	48
Occupational Therapists	20 1/2
Physical Therapists	5 3/4
Behavioral Specialists	2
Audiologist	1
Counselor	1
Educational Diagnosticians	4 1/2
Psychologist	1
Resource Specialist (library)	1/2
Total Staff, Elementary Special Programs	161 3/4
Secondary Special Campuses	
Secondary Teachers	66 1/2
Head Teacher	1
Itinerant Teacher of the Visually Handicapped	1
Adapted PE Teacher	1
Vocational Adjustment Coordinators	2 1/2
Occupational Therapist	1
Speech Therapist	1
Physical Therapist	1 1/4
Behavioral Specialists	3
Case Manager	1
Educational Diagnosticians	3
Associate Psychologists	3
Total Staff, Secondary Special Programs	85 1/4
Transportation	
Administrator	1
TOTAL PROFESSIONAL STAFF	587

Figure 10. TOTAL PROFESSIONAL SPECIAL EDUCATION STAFF.

Classified Staff	Number
Regular Campuses	
High School Teacher Aides	31
Junior High School Teacher Aides	28
Elementary Teacher Aides	76
	135
Special Campuses	
Early Childhood Teacher Aides	31
Elementary Teacher Aides	54
Secondary Teacher Aides	23
All-Level Teacher Aides	13
Adaptive Equipment Specialists	2
	123
Itinerant	
Occupational Therapy/Physical Therapy Teacher Aide	1
Visually Handicapped/Auditorially Handicapped Itinerant Aides	2
	3
Clerical and Other	
Secretaries	12 1/2
Clerks (SEMS)	3
Clerks	8 1/2
Laundry Service Drivers	2
Laundry Service Bookkeeper	1
Laundry Supervisor	1
	28
Transportation	
Drivers	145
Bus Schedulers	4
Mechanics	9
Monitors	55
	213
TOTAL CLASSIFIED STAFF	502

Figure 11. TOTAL CLASSIFIED SPECIAL EDUCATION STAFF.

Type of Staff	Number
ADMINISTRATIVE STAFF	31 1/2
PROFESSIONAL STAFF	587
CLASSIFIED STAFF	502
TOTAL STAFF	1,120 1/2

Figure 12. TOTAL SPECIAL EDUCATION STAFF.

Pupil Contact Hours and Teachers

Figure 13 shows the average daily pupil contact hours per teacher and the average daily contact hours per student, for each handicapping condition. The term "contact hours" as used here means the number of hours per day that the student receives Special Education instruction as indicated on the Special Education Management System (SEMS) computer file. Time for related services is not included. Contact hours can take fractional values. For example, one student on the SEMS was designated to receive one hour and fifty-five minutes of instruction.

The average daily pupil contact hours per teacher may be thought of as the average daily class load for teachers of students with these handicapping conditions. However, the interpretation of these values is made difficult by the fact that the number of handicapping conditions seen by teachers can vary greatly in a day.

- The average daily class load of Special Education teachers is low compared to the daily class load of regular education teachers. The daily class load for most regular education teachers is from 90 to 150. The average total contact hours for Special Education teachers is 35.39. Daily contact hours per teacher range from .83 to 125.

- The average daily class load of teachers of Pregnant students is the highest among Special Education teachers; the load of teachers of Deaf-Blind students is the lowest.

The average daily contact hours per student is the average number of hours per day of Special Education service students with these handicapping conditions receive.

- On the average, Autistic students receive nearly a full six hours of Special Education service daily. By comparison, Speech Handicapped students receive an average of slightly more than two hours daily. Learning Disabled students receive almost three hours daily.

Handicapping Condition		Daily Average Contact Hours Per Teacher*	Daily Average Contact Hours Per Student**
Auditorially Handicapped	(N=102)	11.05	3.25
Autistic	(N=17)	9.30	5.47
Deaf-Blind	(N=1)	2.50	2.50
Emotionally Disturbed	(N=777)	10.42	3.74
Learning Disabled	(N=2860)	25.83	2.81
Mentally Retarded	(N=526)	15.25	5.10
Multiply Handicapped	(N=124)	17.40	5.33
Orthopedically Handicapped	(N=110)	6.63	3.86
Other Health Impaired	(N=226)	6.50	4.00
Pregnant	(N=52)	51.00	4.90
Speech Handicapped	(N=716)	13.87	2.19
Visually Handicapped	(N=60)	8.22	3.15
ALL CONDITIONS	(N=5571)	35.39	3.24

* Number of student contact hours per day divided by number of teachers supplying them. This may be thought of as the average daily class load for teachers of students with these handicapping conditions. Daily contact hours per teacher range from .83 to 125.

** Number of student contact hours per day divided by number of students. This is the average number of hours per day of Special Education service students with these handicapping conditions receive.

N = Number of students served. Only students active as of January 10, 1986 were counted. Some students were excluded because their teachers were incorrectly identified on the SEMS file.

Note: Many teachers serve students in several different handicapping conditions.

Source: Special Education Management System (SEMS) file. Contact hours are for instruction only. Because speech services are instructional but are reported as a related service, the actual number of hours of instruction for students with a speech handicap as a secondary handicapping condition are underrepresented to an unknown degree.

Figure 13. PUPIL CONTACT HOURS AND SPECIAL EDUCATION TEACHERS, 1985-86.

HOW MUCH DOES AISD'S SPECIAL EDUCATION PROGRAM COST?

Figures supplied by the Department of Finance are the basis for Figure 14. Figure 14 presents the cost of Special Education in AISD for 1985-86 and for the previous six years.

In 1984-85, the total of expenditures for Special Education from all funding sources was $23,452,255. In 1985-86, the budget for Special Education is $26,355,374.

Increase in the Special Education Budget Compared to the Increase in the Total District Budget

- Since 1979-80, funding for Special Education from all sources has increased by $14,431,441, an increase of 121%.
- Subtracting the Special Education portion of the total District budget, the District's total budget increased from 1979-80 through 1985-86 by $87,334,250, an increase of 89%.
- The percentage of AISD's total budget that Special Education represents has increased from 10.8% in 1979-80 to 12.4% in 1985-86; however, since 1983-84, this percentage has declined for two successive years.

Special Education Funding and Number of Students Served

- For the time span for which both cost and service data are available (1979-80 through 1984-85), funding for Special Education increased $11,528,322, an increase of 97%, while the number of students served increased by 774, an increase of 11%. See Figure 2.
- During the same time period, the District's total budget (minus Special Education) increased $64,318,591, an increase of 66%, while the number of students in the District increased by 1,458, an increase of 3%.

Increase in the Local Percentage of Special Education Funding

- Since 1979-80, local funding for Special Education has increased by $11,282,278, an increase of 214%.

- Over the same time period, 1979-80 through 1985-86, the local portion of Special Education funding has increased from 44% to 63% of all Special Education funding.

- Local budget funds for 1985-86 are 214% greater than 1979-80 expenditures, and grant funds have increased 181%. State funds, however, have increased only 32% State funding has not kept pace with the cost of Special Education.

	<----------EXPENDITURES---------->						BUDGET
	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Local	$ 5,263,516	$7,090,721	$8,235,636	$9,393,999	$10,976,835	$14,388,405	$16,545,794
State (Minimum Foundation Funds)	$ 5,991,957	$6,563,483	$7,133,176	$7,695,257	$ 7,835,288	$ 7,034,648	$ 7,932,142
Federal and State Grants	$ 668,460	$1,563,958	$1,613,589	$2,218,307	$ 2,082,859	$ 2,029,202	$ 1,877,438
Total Special Education	$11,923,933	$15,218,162	$16,982,401	$19,307,563	$20,894,982	$23,452,255	$26,355,374
Total AISD Budget	$110,046,548	$127,128,917	$137,902,522	$154,078,626	$164,838,557	$185,893,461	$211,812,239
Local % of Total Special Education	44.14%	46.59%	48.50%	48.65%	52.53%	61.35%	62.78%
% of Total AISD Budget	10.8%	12.0%	12.3%	12.5%	12.7%	12.6%	12.4%

Figure 14. SPECIAL EDUCATION FUNDING, ALL SOURCES, 1979-80 THROUGH 1985-86.

WHAT ARE THE COSTS OF VARIOUS COMPONENTS OF SPECIAL EDUCATION IN AISD?

Cost figures obtained from general ledger computer tapes maintained by Data Services are the basis for Figures 15 and 16. It will be noted that total figures differ from those presented in Figure 14. These differences are the result of differences in the computational procedures employed. For example, the cost figures supplied by the Department of Finance include Social Security costs and costs for health insurance, while those obtained through Data Services do not. Details of the different computational procedures are contained in Special Education: 1985-86 Final Technical Report (ORE Publication Number 85.34).

Figure 15 presents the appropriations and expenditures from all funds for Special Education in the 1984-85 and 1985-86 school years. Cost figures are grouped under three general headings: Instruction, Campus Level Support, and Administration. Figure 15 details the budget expense functions which are grouped under these headings. Under each of the three headings, cost figures are shown by type of expenditure: Salaries, Purchased and Contracted Services, Supplies and Other Operating Expenses, and Capital Outlay. A total for Special Education transportation is also included. Totals for these costs are given in Figure 16.

Examination of Figure 15 reveals the following.

- The largest amounts by far, budgeted or expended, are in the area of Instruction. Instructional costs are more than two thirds of the total Special Education costs.
- The costs of Campus Level Support and Administration together make up about 13% of the total cost of Special Education.
- Costs for Campus Level Support exceed costs for Administration.
- Special Education transportation costs exceed the costs for Campus Level Support and Administration both separately and together.
- Special Education transportation costs make up about one sixth of total Special Education costs.
- In 1984-85, appropriations for Campus Level Support and Administration were less than actual expenditures. The reverse was true for Instruction and Transportation.

The following can be determined from inspection of Figure 16.

- Compared to 1984-85 appropriations, appropriations in 1985-86 were reduced in all areas except salaries, capital outlay, and transportation.
- As usual in District budgets, salaries make up the majority of Special Education costs. The next-largest costs are for Special Education transportation.
- Transportation costs exceed the sum of all other costs except salaries.

	1984-85*		1985-86
	Appropriations	Expenditures	Appropriations
Instruction (11)**			
Salaries	$12,907,001	$14,748,701	$15,629,460
Purchased & Contracted Services	371,306	262,301	383,469
Supplies and Materials	178,663	146,369	160,820
Other Operating Expenses	70,008	60,540	49,799
Capital Outlay	45,972	35,553	51,184
TOTAL	$13,572,950	$15,253,464	$16,274,732
Campus Level Support (22, 23, 31)			
Salaries	$ 1,600,834	$ 1,553,764	$ 1,815,161
Purchased & Contracted Services	22,791	12,270	30,439
Supplies and Materials	9,822	9,050	8,412
Other Operating Expenses	25,851	23,577	27,177
Capital Outlay	11,500	10,907	11,500
TOTAL	$ 1,670,798	$ 1,609,568	$ 1,892,689
Administration (21, 41)			
Salaries	$ 1,134,760	$ 1,196,127	$ 1,033,843
Purchased & Contracted Services	108,199	59,320	59,762
Supplies and Materials	21,611	19,613	18,705
Other Operating Expenses	85,482	52,434	76,864
Capital Outlay	11,464	6,557	9,818
TOTAL	$ 1,361,516	$ 1,334,051	$ 1,198,992
Transportation (35)			
TOTAL	$ 3,287,957	$ 3,312,586	$ 3,602,011
GRAND TOTAL (11, 21, 22, 23, 31, 35, 41)	$19,893,221	$21,509,669	$22,968,424

* Funds included for 1984-85 are General Operating (115), Chapter 1 Deaf and Chapter 1 Handicapped (265), EHA Title VI B (275), State Deaf (415), and State Visually Handicapped (425). For 1985-86, funds included are General Operating (116), Chapter 1 Handicapped (266), EHA Title VI B (276), and Chapter 1 Deaf, State Deaf, and State Visually Handicapped (416).

** Numbers in parentheses are the functions grouped under the headings. 11=Instruction; 22=Instructional Resources & Media Services, 23=School Administration, 31=Guidance & Counseling; 21=Instructional Admninistration, 41=General Administration; 35=Special Education Transportation.

Figure 15. AISD SPECIAL EDUCATION APPROPRIATIONS AND EXPENDITURES, 1984-85 AND 1985-86.

	1984-85 Appropriations	1984-85 Expenditures	1985-86 Appropriations
Salaries	$15,642,595	$17,498,592	$18,478,464
Purchased & Contracted Services	$ 502,296	$ 333,891	$ 473,670
Supplies and Materials	$ 210,096	$ 175,032	$ 187,937
Other Operating Expenses	$ 181,341	$ 136,551	$ 153,840
Capital Outlay	$ 68,936	$ 53,017	$ 72,502
Transportation	$ 3,287,957	$ 3,312,586	$ 3,602,011
TOTAL	$19,893,221	$21,509,669	$22,968,424

Note: The same funds and functions used in Figure 15 were used in this figure.

Figure 16. AISD SPECIAL EDUCATION APPROPRIATIONS AND EXPENDITURES BY OBJECT, 1984-85 AND 1985-86.

HOW DOES AISD COMPARE TO OTHER SCHOOL DISTRICTS?

Number of Students Served

Figure 17 presents the number of handicapped students served during the 1983-84 school year by AISD and by the other seven largest urban school districts in Texas. Also shown are totals for the eight districts and for the State. Figure 18 gives the percentages associated with these numbers. The data were obtained from the Texas Education Agency (TEA) and are the latest compiled from the Superintendent's Annual Report which each school district sends to TEA each June.

The following can be determined from a study of Figures 17 and 18.

- In 1983-84, AISD identified a larger percentage of its student enrollment for Special Education than any of the other largest Texas school districts. AISD identified about 1,100 more students than the average for the other seven urban districts and about 500 more than the state average (excluding AISD).

- AISD was most out of line with urban and state totals in the categories of Learning Disabled and Emotionally Disturbed.

- AISD identified 7.2% of its 1983-84 student population as Learning Disabled, compared with 5.4% of the students so identified by the other urban districts and 6.1% identified by all Texas school districts. This represents about 1,000 more students than the urban average and 600 more than the state average.

- In 1983-84, 1.6% of AISD students were identified as Emotionally Disturbed, compared to .8% for both the urban districts and the State.

- However, for most handicapping conditions, the percentages of AISD students identified are generally in line with the corresponding percentages of enrollment identified in the urban districts as a whole and in the State.

Staff Ratios

Figure 19 provides the ratio of handicapped students to full-time equivalent (FTE) Special Education teachers, by handicapping condition, for AISD and the other seven largest Texas districts during the 1982-83 school year. Calculations of FTE teachers were made by TEA according to the following formula:

$$FTE = (A/M) \times F$$

where A = actual number of days employed;
M = maximum number of days for a full-time person on a 10-, 11-, or 12-month contract; and
F = fraction of the day assigned (1/2 time = .50)

Information about which handicapping condition was a teacher's major assignment, as well as the fraction of the day assigned, was taken from the Roster of Personnel each district submits annually to TEA.

A quantity of the data obtained was of questionable validity and is not included in the figure. Because of these limitations, interpretations of the data in Figure 19 should be made with caution. ORE is attempting to obtain more recent data so that better comparisons can be made. Examination of Figure 19 suggests:

- In 1982-83, AISD had the highest ratio of Auditorially Handicapped students to Special Education teachers of the six urban Texas districts with data.
- AISD's pupil-teacher ratio (PTR) was the second lowest of the eight districts for Speech Handicapped students and for Emotionally Disturbed students.
- Across districts, the highest PTR's are seen in the categories of Learning Disabled and Speech Handicapped, the lowest generally in the category of Auditorially Handicapped.

HANDICAPPING CONDITION	Austin	Corpus Christi	Dallas	El Paso	Fort Worth	Houston	San Antonio	Ysleta	Urban Totals[1]	Urban Totals[2]	State Totals[1]	State Totals[2]
Auditorially Handicapped	104	68	263	75	149	323	73	65	1,120	1,016	4,869	4,765
Autistic	12	7	22	9	14	22	27	16	129	117	392	380
Deaf-Blind	0	0	20	1	18	11	3	7	60	60	134	134
Emotionally Disturbed	930	567	750	797	971	783	1,008	212	6,018	5,088	26,265	25,335
Learning Disabled	4,192	2,548	5,537	3,187	3,935	11,971	3,495	2,379	37,244	33,052	191,984	187,792
Mentally Retarded	500	317	1,359	613	793	2,359	1,017	328	7,268	6,768	30,338	29,838
Multiply Handicapped	153	200	969	23	58	282	131	40	1,856	1,703	4,679	4,526
Orthopedically Handicapped	141	60	155	117	131	557	139	81	1,331	1,190	5,068	4,927
Other Health Impaired	350	144	372	155	188	428	148	129	1,914	1,564	10,234	9,884
Pregnant	107	0	430	175	474	581	43	56	1,866	1,759	5,173	5,066
Speech Handicapped	812	481	2,810	1,435	1,115	3,114	1,477	1,493	12,737	11,925	84,554	83,742
Visually Handicapped	73	21	79	51	68	150	55	40	537	464	2,433	2,360
TOTAL	7,374	4,413	12,766	6,638	7,914	20,581	7,616	4,846	72,148	64,774	366,123	358,749
Enrollment	58,577	39,431	132,801	63,552	68,206	198,121	62,000	47,441	670,129	611,552	3,130,268	3,071,691
Percentage Special Education	12.59	11.19	9.61	10.44	11.60	10.39	12.28	10.21	10.77	10.59	11.70	11.68

[1]With Austin counts left in
[2]With Austin counts taken out

Figure 17. NUMBER OF HANDICAPPED STUDENTS SERVED BY URBAN TEXAS SCHOOL DISTRICTS, 1983-84. The source of these data is the 1983-84 Superintendent's Annual Report, Part III which each district sent to the Texas Education Agency in June, 1984. "Enrollment" includes all students who were in a district at some time during the year, whether or not they remained in the district for the entire school year.

HANDICAPPING CONDITION	Austin	Corpus Christi	Dallas	El Paso	Fort Worth	Houston	San Antonio	Ysleta	Urban Totals[1]	Urban Totals[2]	State Totals[1]	State Totals[2]
Autistic	.02	.02	.02	.01	.02	.01	.04	.03	.02	.02	.01	.01
Deaf-Blind	0	0	.02	.00	.03	.01	.00	.01	.01	.01	.00	.00
Emotionally Disturbed	1.59	1.44	.56	1.25	1.42	.40	1.63	.45	.90	.83	.84	.82
Hearing Impaired	.18	.17	.20	.12	.22	.16	.12	.14	.17	.17	.16	.16
Learning Disabled	7.16	6.46	4.17	5.01	5.77	6.04	5.64	5.01	5.56	5.40	6.13	6.11
Mentally Retarded	.85	.80	1.02	.96	1.16	1.19	1.64	.69	1.08	1.11	.97	.97
Multiply Handicapped	.26	.51	.73	.04	.09	.14	.21	.08	.28	.28	.15	.15
Orthopedically Handicapped	.24	.15	.12	.18	.19	.28	.22	.17	.20	.19	.16	.16
Other Health Impaired	.60	.37	.28	.24	.28	.22	.24	.27	.29	.26	.33	.32
Pregnant	.18	0	.32	.28	.69	.29	.07	.12	.28	.29	.17	.16
Speech Handicapped	1.39	1.22	2.12	2.26	1.63	1.57	2.38	3.15	1.90	1.95	2.70	2.73
Visually Handicapped	.12	.05	.06	.08	.10	.08	.09	.08	.08	.08	.08	.08
TOTAL	12.59	11.19	9.61	10.44	11.60	10.39	12.28	10.21	10.77	10.59	11.70	11.68

[1]With Austin counts left in
[2]With Austin counts taken out

Figure 18. PERCENTAGE OF HANDICAPPED STUDENTS SERVED BY URBAN TEXAS SCHOOL DISTRICTS, 1983-84. The source of these data is the 1983-84 Superintendent's Annual Report, Part III which each district sent to the Texas Education Agency in June, 1984.

HANDICAPPING CONDITION	Austin	Corpus Christi	Dallas	El Paso	Fort Worth	Houston	San Antonio	Ysleta
All Conditions**	*	*	*	*	*	*	*	*
Auditorially Handicapped	7.21	3.89	4.97	3.29	6.40	5.05	*	*
Deaf-Blind	-	6.00	22.00	*	9.00	*	7.50	8.00
Emotionally Disturbed	12.70	*	8.07	21.66	18.07	16.00	17.30	19.92
Learning Disabled	43.83	*	74.03	26.37	34.92	69.10	26.20	*
Mentally Retarded	12.30	17.12	6.03	28.95	8.27	4.71	12.78	19.25
Multihandicapped	*	*	*	6.50	*	*	5.08	8.33
Orthopedically Impaired	9.38	8.5	7.68	*	9.83	6.89	6.31	*
Other Health Impaired	*	*	*	10.29	43.20	*	*	*
Pregnant	33.00	29.5	44.00	36.40	55.50	23.79	32.00	*
Speech Handicapped	18.91	19.11	30.06	43.12	16.47	23.05	42.97	51.07
Visually Handicapped	8.86	4.66	7.20	*	9.33	8.22	19.00	13.00

* Results of questionable validity because of suspect teacher counts

** Because data were omitted for different handicapping conditions in each district, results for all conditions are not comparable.

Note: Numbers of students served and numbers of full-time equivalent (FTE) teachers employed were obtained from the Texas Education Agency (TEA). Ratios were calculated by dividing number of students served by number of FTE teachers employed.

Interpretations of the data in this figure should be made with caution. These numbers are meaningful to the extent that the teaching field codes districts reported to TEA for Special Education teachers accurately reflect the handicapping conditions of the students they teach. Codes for some teachers probably reflected area of Special Education certification rather than actual teaching assignment.

Figure 19. RATIO OF NUMBER OF HANDICAPPED CHILDREN SERVED TO SPECIAL EDUCATION TEACHERS (FTE) EMPLOYED, BY HANDICAPPING CONDITION, URBAN TEXAS SCHOOL DISTRICTS, 1982-83 SCHOOL YEAR.

Costs

Figure 20 displays the total Special Education costs from all funds during the 1984-85 school year for AISD and the other seven largest Texas school districts. Figure 21 shows, for each of the eight districts, the number of full-time equivalent (FTE) students, the total cost per FTE, and the total cost of both regular and Special Education during the same year. The ratio of total cost per student FTE of Special Education to regular education is also shown for each district. An FTE student is defined as a student receiving six hours of Special Education instruction daily. Six students receiving one hour daily or three students receiving two hours daily both make up one FTE student.

The data tabled in these figures were supplied by the Texas Education Agency (TEA) from three sources: working papers from the Texas Program Cost Differential Study (published March, 1985), the Summary of Finances for the 1984-85 school year for each district, and the 1985 legislative appropriations for each district.

As determined from Figure 20:

- AISD furnishes the highest percentage of Special Education costs from local funds of all the eight urban districts.
- AISD receives the lowest percentage of total costs from the State and the second lowest, next to Ysleta ISD, from federal and state grants.

District	Local	State (Minimum Foundation)	Federal and State Grants	Total Special Education	Local %
Austin	$13,017,243	$ 7,034,648	$1,893,423	$21,945,314	59.32
Corpus Christi	$ 4,541,523	$ 4,654,153	$1,637,073	$10,832,749	41.92
Dallas	$14,142,742	$ 9,809,873	$5,028,384	$28,980,999	48.80
El Paso	$ 826,100	$ 7,072,557	$1,757,816	$ 9,656,473	8.55
Fort Worth	$ 7,457,410	$ 7,827,953	$2,326,802	$17,612,165	42.34
Houston	$22,844,111	$16,159,094	$5,437,583	$44,440,788	51.40
San Antonio	$ 6,378,790	$ 8,608,320	$2,412,605	$17,399,715	36.66
Ysleta	$ 2,516,405	$ 5,151,077	$ 711,958	$ 8,379,440	30.03

Note: The costs in this figure were calculated using total expenditures from the 1984-85 TEA Program Cost Differential Study. The figures for Austin differ from those calculated by the Department of Finance which reported a local share of $14,388,405 and Federal and State Grants to be $2,029,202. The total difference from the amount shown in Figure 14 is $1,506,941.

Figure 20. SPECIAL EDUCATION FUNDING FOR URBAN TEXAS SCHOOL DISTRICTS, ALL SOURCES, 1984-85 SCHOOL YEAR.

The following conclusions may be drawn from a study of Figure 21.

- In 1984-85, AISD's total cost per FTE for Special Education was the second highest of all the eight urban districts, after San Antonio ISD, and the second highest for regular education, after Dallas ISD.

- AISD's cost ratio per FTE of Special Education to regular education is nearly three and one half to one.

- However, the ratio of Special Education to regular education costs in AISD was the second lowest of the eight districts; only DISD's ratio was lower.

Figure 22 helps to explain these apparently contradictory findings. Each of the eight urban districts is ranked according to the percentage of its 1983-84 enrollment served by Special Education (see Figure 17), the Special Education cost per student FTE, the regular education cost per student FTE, and the ratio of total cost per FTE of Special Education to regular education.

As seen in Figures 21 and 22, while AISD serves the highest percentage of Special Education students and spends the second-highest amount per FTE on Special Education, it also spends the second-highest amount per FTE on regular education. It may be concluded, therefore, that **the cost for Special Education in AISD is proportional to the cost of regular education in AISD.** Both costs are high when compared with costs in other urban districts.

It should not be concluded, however, that the cost of educating a Special Education student in AISD is equivalent to the cost of educating a regular education student. As shown in Figure 21, the cost of educating an FTE Special Education student is roughly three and one-half times the cost of educating an FTE regular education student. In fact, the cost per FTE Special Education student given in Figure 21 does not include "overhead" costs, such as plant operations or salaries of regular education personnel, which are shared in some proportion by both regular and Special Education students. When these costs are considered, the actual cost of educating a Special Education student is even higher.

An estimate of the actual cost for educating a Special Education student in AISD may be calculated as follows.

Approximately 15% of the students served by Special Education in 1984-85 were served in settings other than regular campuses. If 15% of the Special Education student FTE's are deducted from the number given in Figure 21, the resulting 2,230 FTE's can be considered the number of FTE Special Education students served on regular campuses who would share a proportion of the overhead costs with the 59,993 FTE regular education students.

85.26

FTE Special Education students on regular campuses		FTE regular education students		Total FTE students served on regular campuses
2,230	+	59,993	=	62,223

The indirect costs for regular education in AISD calculated by TEA in the Texas Program Cost Differential Study were $45,785,199. Dividing this amount by the total number of FTE students served on regular campuses yields $736 per FTE of indirect costs which would be shared by the Special Education students served on regular campuses.

Indirect costs for regular education		Total FTE students served on regular campuses		Indirect costs per FTE
$45,785,199	÷	62,223	=	$736

Since the actual amount of overhead costs shared by Special Education students on regular campuses is unknown, it seems reasonable to regard the calculated amount per FTE of indirect costs as falling at the approximate midpoint of a range of costs, where the real amount might be higher or lower. Thus, the actual cost of educating a Special Education student in AISD might be estimated by the following:

Special Education Cost per FTE		Regular education indirect costs per FTE shared by Special Education		Estimated cost of a Special Education FTE
$8,365	+	$500 to $1,000	=	$8,865 to $9,365

District	Student FTE's	Total Cost per FTE	Total Cost	Ratio Total Cost Per FTE Special Education to Regular Education
Austin				
Special Education	2,623.50	$8,365	$ 21,945,314	
Regular Education	59,992.98	2,454	147,223,299	3.41
District Total	62,616.48	2,702	169,168,613	
Corpus Christi				
Special Education	1,366.46	$7,978	$ 10,832,749	
Regular Education	39,686.84	2,065	81,959,448	3.86
District Total	41,053.30	2,260	92,792,197	
Dallas				
Special Education	4,051.07	$7,154	$ 28,980,999	
Regular Education	132,751.98	2,590	343,784,747	2.76
District Total	136,803.05	2,725	372,765,746	
El Paso				
Special Education	1,854.71	$5,206	$ 9,656,473	
Regular Education	75,175.08	1,342	100,853,503	3.88
District Total	77,029.79	1,435	110,509,976	
Fort Worth				
Special Education	2,608.84	$6,751	$ 17,612,165	
Regular Education	69,311.99	1,936	134,180,371	3.49
District Total	71,920.83	2,111	151,792,536	
Houston				
Special Education	6,393.73	$6,951	$ 44,440,788	
Regular Education	225,493.68	1,879	423,759,002	3.70
District Total	231,887.41	2,019	468,199,790	
San Antonio				
Special Education	2,036.34	$8,545	$ 17,399,715	
Regular Education	60,407.27	2,213	133,672,714	3.86
District Total	62,443.61	2,419	151,072,429	
Ysleta				
Special Education	1,226.52	$6,832	$ 8,379,440	
Regular Education	50,985.14	1,816	92,583,278	3.76
District Total	52,211.66	1,934	100,962,718	

FTE = full-time equivalent

Figure 21. COST PER STUDENT FTE IN URBAN TEXAS SCHOOL DISTRICTS, 1984-85.

District	Percent Special Education	Special Education Cost/FTE	Regular Education Cost/FTE	Special Education/ Regular Cost Ratio
Austin	1	2	2	7
Corpus Christi	4	3	4	2
Dallas	8	4	1	8
El Paso	5	8	8	1
Fort Worth	3	7	5	6
Houston	6	5	6	5
San Antonio	2	1	3	2
Ysleta	7	6	7	4

1 = Highest 8 = Lowest

Note: Rankings for "Percent Special Education" are based on enrollment figures submitted to the Texas Education Agency for the 1983-84 school year. Other rankings are based on cost figures from the 1984-85 school year.

Figure 22. RANKINGS FOR SPECIAL EDUCATION SERVICE COSTS FOR URBAN TEXAS SCHOOL DISTRICTS.

HOW DOES AISD COMPARE TO THE NATION?

Number of Students Served

Figure 23 presents the percentages of school enrollment served as handicapped, by handicapping condition, during the 1983-84 school year, in AISD, Texas, and the United States. As shown in Figure 23:

- Overall, AISD served a higher percentage of its enrollment in 1983-84 than was served either in Texas or the U.S.
- For all conditions, a higher percentage of students was served in Texas than in the U.S.
- AISD is most out of line with national service figures in the categories of Learning Disabled and Emotionally Disturbed.

HANDICAPPING CONDITION	AISD	TEXAS	NATION
Learning Disabled	7.16	6.13	4.62
Speech Impaired	1.39	2.70	2.88
Mentally Retarded	.85	.97	1.86
Emotionally Disturbed	1.59	.84	.92
Hard of Hearing and Deaf	.18	.16	.18
Multihandicapped	.26	.15	.17
Orthopedically Handicapped	.24	.17	.14
Other Health Impaired	.60	.33	.13
Visually Handicapped	.12	.08	.07
Deaf-Blind	0	0	.01
ALL CONDITIONS*	12.39	11.53	10.98

Note: National figures are based on reports from the 50 states and the District of Columbia. Percentages of total enrollment are based on the total annual enrollment of U.S. public schools, preschool through 12th grade.

Source: Reported by the National Center for Education Statistics in The Condition of Education, 1985 Edition. Calculated from U.S. Department of Education, Office of Special Education and Rehabilitative Services, Sixth Annual Report to Congress in the Implementation of Public Law 94-142, 1984, and unpublished tabulations (September 1984).

* The handicapping conditions of Autistic and Pregnant are not used in all states and are not shown. Totals for AISD and Texas were adjusted accordingly.

Figure 23. PERCENT OF TOTAL ENROLLMENT SERVED BY SPECIAL EDUCATION, AISD COMPARED WITH THE STATE AND NATION, BY HANDICAPPING CONDITION, 1983-84 SCHOOL YEAR.

Staff Ratios

Figure 24 provides the ratio of handicapped students to full-time equivalent (FTE) Special Education teachers, by handicapping condition, during the 1982-83 school year, for AISD, Texas, and the U.S. Some of the data for AISD were of questionable validity and are not included in the figure. Because of these limitations, interpretations of the data in Figure 24 should be made with caution. Inspection of Figure 24 suggests:

- For all handicapping conditions together, AISD had a lower ratio of pupil to teachers in 1982-83 than occurred either in Texas or the U.S. The pupil-teacher ratio (PTR) in Texas was lower than the PTR in the U.S. in that year.

- AISD had a lower PTR than either Texas or the U.S. for students who were Hard of Hearing and Deaf, Orthopedically Handicapped, or Visually Handicapped.

- AISD had a higher PTR than either Texas or the U.S. for students who were Learning Disabled.

	All Conditions**	Learning Disabled	Speech Impaired	Mentally Retarded	Emotionally Disturbed	Hard of Hearing and Deaf	Multi-handicapped	Orthopedically Impaired	Other Health Impaired	Visually Handicapped	Deaf-Blind
AISD	15.80	43.83	18.91	12.30	12.70	7.21	*	9.38	*	8.86	-
TEXAS	18.45	22.85	*	7.90	15.06	10.08	22.67	12.20	29.38	12.98	2.12
NATION	17.72	20.79	43.49	12.59	12.95	9.02	11.12	12.90	16.18	9.35	2.29

Note: National and state figures were obtained from the Seventh Annual Report to Congress on the Implementation of the Education of the Handicapped Act prepared by the U. S. Department of Education, Office of Special Education and Rehabilitative Services, 1985, appendix G, table 683. Figures for AISD were calculated from data supplied by the Texas Education agency. In all cases, number of students served is divided by number of FTE teachers employed.

* Results of questionable validity

** The handicapping conditions of Autistic and Pregnant are not used in all states and are not included. Totals for AISD and Texas were adjusted accordingly.

Figure 24. RATIO OF NUMBER OF HANDICAPPED CHILDREN SERVED TO SPECIAL EDUCATION TEACHERS (FTE) EMPLOYED, BY HANDICAPPING CONDITION, AISD COMPARED TO STATE AND NATION, 1982-83 SCHOOL YEAR.

HOW MUCH TIME DO REGULAR EDUCATION STAFF SPEND ON SPECIAL EDUCATION-RELATED ACTIVITIES?

Activity Logs

A sample of principals, assistant principals, teachers, counselors, and nurses was asked to log the time they spent on Special Education-related activities. The results of the logging are shown in Figure 25 below.

Position		Percent Time Spent Daily on Special Education*	Average Minutes Spent Daily on Special Education
Principal - Senior High	(N=6)	7.2%	35
Principal - Junior High	(N=6)	21.2%	107
Principal - Elementary	(N=17)	13.6%	65
Asst. Principal - Senior High	(N=12)	24.8%	119
Asst. Principal - Junior High	(N=8)	27.0%	130
Asst. Principal - Elementary	(N=7)	24.8%	119
Teacher - Senior High	(N=31)	2.5%	11
Teacher - Junior High	(N=15)	6.5%	29
Teacher - Elementary	(N=46)	10.0%	45
Counselor - Senior High	(N=43)	14.5%	65
Counselor - Junior High	(N=23)	29.5%	133
Counselor - Elementary	(N=42)	33.8%	152
Nurses	(N=30)	17.7%	61

* Except for nurses, percentages were calculated by totaling the number of minutes logged for Special Education-related activities and dividing by daily work day. Nurses' percentages were calculated by totaling the number of minutes logged for Special Education-related activities and dividing by the total number of minutes logged for all students.

Figure 25. TIME SPENT ON SPECIAL EDUCATION-RELATED ACTIVITIES BY REGULAR EDUCATION STAFF.

- Elementary (33.8%) and junior high (29.5%) counselors spent the highest percentage of time on Special Education-related activities.
- The next-highest percentage of time allotted to Special Education was reported by junior high assistant principals (27.0%), followed by senior high and elementary assistant principals (24.8%), senior high principals (21.2%), nurses (17.7%), senior high counselors (14.5%), and elementary principals (13.6%).
- Senior high principals (7.2%) and elementary (10.0%), junior high (6.5%), and senior high (2.5%) teachers spent the lowest percentages of time on Special Education-related activities.

District Survey Items

Regular education administrators and teachers were surveyed in fall, 1985, regarding the time they devote to Special Education. Figure 26 shows their responses to the survey items on Special Education-related activities.

Key: A = Strongly agree; B = Agree; C = Neutral; D = Disagree; E = Strongly Disagree

			A	B	C	D	E
The amount of time I spend on Special Education-related activities is reasonable.	Elem.	Adms.	6.1%	44.9%	16.3%	24.5%	8.2%
	Sec.	Adms.	1.8%	28.6%	14.3%	28.6%	26.8%
	Elem.	Teach.	8.2%	32.9%	26.0%	19.2%	13.7%
	Sec.	Teach.	8.8%	37.6%	38.4%	11.2%	4.0%
The amount of class time I spend on Special Education students is reasonable compared with the amount of time I spend on regular education students.	Elem.	Teach.	3.4%	37.5%	28.4%	19.3%	11.4%
	Sec.	Teach.	4.6%	38.9%	30.5%	14.5%	11.5%

Key: A = 0-1 hours/week; B = 2-6 hours/week; C = 6-12 hours/week; D = 13-19 hours/week; E = 20 or more hours/week

			A	B	C	D	E
I estimate that I spend about _____ hours a week on Special Education-related activities.	Elem.	Adms.	4.0%	64.0%	28.0%	2.0%	2.0%
	Sec.	Adms.	7.0%	43.9%	35.1%	8.8%	5.3%
	Elem.	Teach.	49.3%	16.4%	19.2%	11.0%	4.1%
	Sec.	Teach.	61.5%	23.9%	11.1%	.9%	2.6%

Figure 26. RESPONSES TO FALL, 1985 DISTRICTWIDE SURVEY ITEMS RELATED TO SPECIAL EDUCATION ACTIVITIES.

- About half (51%) of the elementary and nearly one third (30.4) of the secondary administrators agree that the amount of time they spend on Special Education-related activities is reasonable.
- Over two fifths (41.1%) of the elementary and slightly less than half (46.4%) of the secondary teachers agree that the amount of time they spend on special Education-related activities is reasonable.

- About two thirds of the elementary (66.3%) and secondary (65%) teachers agree that the amount of class time they spend on Special Education students is reasonable compared with the amount of time they spend on regular education students.

- More than three fifths (64%) of the elementary and more than two fifths (43.9%) of the secondary administrators estimate that they spend 2-6 hours per week on Special Education-related activities.

- Almost two thirds (65.7%) of the elementary teachers surveyed estimate that they spend 0-6 hours per week on Special Education-related activities. By comparison, only about one seventh (15.1%) estimate they spend 13 or more hours per week.

- About 85% (85.4%) of the secondary teachers estimate that they spend 0-6 hours per week on Special Education-related activities. By contrast, only 3.5% estimate that they spend 13 or more hours per week.

- Overall, at least half of all administrators and teachers estimate that they dedicate no more than six hours a week to Special Education-related activities.

Comparison of Time Estimates

It is interesting to compare the estimates of time spent on Special Education-related activities in response to survey items with the time estimates from the activity logs. Converting the "Average Minutes Spent Daily on Special Education" in Figure 25 to hours per week and comparing them with the estimated hours per week in Figure 26 reveals:

- Secondary principals logged an average of 142 minutes daily, or 11.8 hours per week, compared to 5.0 hours per week estimated by secondary administrators. Elementary principals logged an average of 5.4 hours per week, compared to 5.8 hours per week estimated by elementary administrators. Secondary assistant principals logged an average of 20.8 hours per week, and elementary assistant principals logged an average of 9.9 hours, compared with the same estimates.

- Administrators, particularly at the secondary level, may have underestimated the amount of time they spend on Special Education-related activities.

- Elementary and secondary teachers estimated that they spend 5.2 and 2.9 hours per week, respectively, on Special Education-related activities. However, the sample of elementary, junior high, and senior high school teachers who kept logs of their activities reported that they spent an average of 3.75, 2.4, and .9 hours per week, respectively.

- Regular education teachers may be overestimating the amount of time they spend on Special Education-related activities.

Other Survey Findings

Key: A = Strongly agree, B = Agree, C = Neutral, D = Disagree, E = Strongly Disagree

		A	B	C	D	E
The amount of time it takes to refer a student to Special Education discourages me from referring students.	Elementary (N=317)	39.4%	24.9%	20.5%	10.1%	5.0%
	Secondary (N=231)	12.6%	16.9%	42.0%	19.5%	9.1%
	Total (N=548)	28.1%	21.5%	29.6%	14.1%	6.8%

- Nearly two thirds (64.3%) of the elementary teachers strongly agree or agree that the amount of time it takes to refer a student to Special Education discourages them from referring students.
- By contrast, less than a third (29.5%) of secondary teachers strongly agree or agree that the amount of time it takes to refer a student to Special Education discourages them from referring students.

Overall, about one half (49.6%) of all teachers are discouraged from referring students to Special Education because of the time the process requires.

The following survey question was asked only of the Special Education teachers.

Key: A = Strongly agree, B = Agree, C = Neutral, D = Disagree, E = Strongly Disagree

		A	B	C	D	E
I am satisfied with the number of students in my classes.	Elementary (N=110)	22.7%	43.6%	10.0%	6.4%	17.3%
	Junior High (N=21)	23.8%	19.0%	9.5%	9.5%	38.1%
	Senior High (N=39)	20.5%	56.4%	10.3%	7.7%	5.1%
	Total (N=170)	22.4%	43.5%	10.0%	7.1%	17.1%

- Two thirds (66.3%) of the elementary Special Education teachers were satisfied with the number of students in their classes.
- At the secondary level, 42.8% of the junior high Special Education teachers were satisfied with the number of students in their classes while 47.6% were not satisfied.
- In contrast, over three fourths (76.9%) of the high school Special Education teachers were satisfied with the number of students in their classrooms while only about one eighth (12.8%) were dissatisfied.
- On the whole, about two thirds (65.9%) of Special Education teachers claimed to be satisfied with the number of students in their classes.

WHAT ISSUES DO SPECIAL EDUCATION STAFF SEE AS AREAS OF CONCERN FOR SPECIAL EDUCATION?

In an interview in December, 1985, Special Education administrative staff identified the following broad areas of concern:

- Space needs,
- Staffing needs,
- Attitude toward Special Education, and
- Coordination with regular education.

Space needs. Special Education staff are concerned about space for Special Education programs at all educational levels. For example, Special Education staff project that the new Kealing Junior High School, which is not yet open, may not have enough space to meet anticipated needs. Staff also cited the need for space for a third Early Childhood program for handicapped students.

A major concern for staff is the annual placement of self-contained units. A 10-year plan currently being formulated seeks to address this issue. At the heart of this planning is the problem of feeder patterns; that is, what schools students will attend as they progress from kindergarten through grade 12. Because of the relatively small number of students involved, educating the students at the campuses closest to their homes is often impractical and too expensive. However, the present practice of moving students to whatever campuses have room for them means that some students are transported from across the city their whole educational lives.

Looking to the future, Special Education staff speculated that it may be more cost effective to merge the Teenage Parent Program and Homebound programs. A combined program could be administered by one supervisor and could share facilities, such as a library. However, these reconfigured programs would need to be housed somewhere, perhaps in a resource center. Similarly, staff wondered if it might be more cost effective to move students out of supplemental units, such as Mary Lee and Girlstown, onto regular campuses. But, again, there would need to be space for self-contained classes.

Special Education staff were especially concerned about the anticipated deinstitutionalization of the Austin State School Independent School District. Approximately 30 severely handicapped students now residing in the State School will become AISD's responsibility and will require, staff estimate, from five to six classrooms.

Staffing needs. As the District grows, the number of Special Education students also increases, requiring an increase in Special Education staff. In the event of the closing of the Austin State School Independent School

District, another administrator would be required to deal with the influx of students from the State School to AISD.

Attitude toward Special Education. Special Education staff expressed a strong concern about the perceptions and attitudes toward Special Education on the part of other AISD staff. Efforts to maintain appropriate educational programs for handicapped students are sometimes perceived as spendthrift and the programs as excessively expensive. Staff hoped that a better understanding of the mandate Special Education has might help to change that "mindset."

Coordination with regular education. Special Education staff stated that coordination with regular education was sometimes a problem. If coordination is not ensured, time and work can be wasted. The staff urged the systematic involvement of Special Education in planning and resource allocation which affects Special Education, such as the planning for new buildings and the design of new report cards.

Special Education staff identified other, more specific areas of concern for study or improvement:

- Counseling needs for students with mild to moderate handicaps, with which regular education could assist,
- More Behavioral Specialists to help regular education with "disturbing" students,
- Short-term help for students at the Rice Alternative Center or in locations like it,
- More adaptive physical education services,
- Reducing services at Shoal Creek Hospital, where AISD's level of services has grown beyond the original service-delivery model,
- Expense of related services, particularly transportation, and
- Extended-year programming, an issue being considered by the State Board of Education, which may result in AISD's having to provide 230-day service to more students than are currently being served, a change that could cost the District as much as one quarter of the present Special Education budget, staff estimate.

DOCUMENTS RELATING TO AISD SPECIAL EDUCATION

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GLOSSARY OF SPECIAL EDUCATION TERMS

(Most definitions are taken from State Board of Education Rules For Handicapped Students.)

Auditorially handicapped students - Students whose hearing is so impaired that they cannot be adequately educated in the regular classes of the public schools without the provision of special services.

Autistic students - Students whose disturbances of speech and language, relatedness, perception, developmental rate, and motility are such that they cannot be adequately educated in the regular classes of the public schools without the provision of special services.

Emotionally disturbed students - Students whose emotional condition is psychologically or psychiatrically determined to be such that they cannot be adequately and safely educated in the regular classes of the public schools without the provision of special services.

Handicapped students - Students between the ages of three and 21, inclusive;

(A) with educational handicaps (physically handicapped, auditorially handicapped, visually handicapped, mentally retarded, emotionally disturbed, learning disabled, speech handicapped, autistic, or multiply handicapped); and children leaving and not attending public school for a time because of pregnancy; and

(B) whose disabilities are so limiting as to require the provision of special services in place of or in addition to instruction in the regular classroom.

Hard of hearing and deaf - See Auditorially handicapped.

Hearing impaired - See Auditorially handicapped.

IEP - The term "Individualized Education Program" means a written statement for a handicapped child that is developed and implemented in accordance with federal regulations. Texas uses the term "Individual Educational Plan." The two terms should be considered synonymous.

Learning disabled students - Students:

(A) who demonstrate a significant discrepancy between academic achievement and intellectual abilities in one or more of the areas of oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematics calculation, mathematics reasoning, or spelling;

(B) for whom it is determined that the discrepancy is not primarily the result of visual handicap, hearing impairment, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage; and

(C) for whom the inherent disability exists to a degree such that they cannot be adequately served in the regular classes of the public schools without the provision of special services.

Mentally retarded students - Students with significantly subaverage general intellectual functioning existing concurrently with deficiencies in adaptive behavior and manifested during the developmental period such that they cannot be adequately educated in the regular classes of the public schools without the provision of special services.

Multihandicapped - See Multiply handicapped.

Multiply handicapped students - Students handicapped by two or more handicapping conditions that may result in multisensory or motor deficiencies and developmental lags in the cognitive, affective, or psychomotor areas such that they cannot be adequately educated in the regular classes of the public schools without the provision of special services.

Orthopedically handicapped - A severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

Other health impaired students - Students:

(i) having an autistic condition which is manifested by severe communication and other developmental and educational problems; or

(ii) having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

Physically handicapped students - Students whose body functions or members are so impaired from any cause that they cannot be adequately or safely educated in the regular classes of the public schools without the provision of special services.

Related services - These are services which are developmental, corrective, supportive, or evaluative services, not instructional in nature, that may be required for the proper development and implementation of a handicapped student's individualized educational plan, including but not limited to special transportation, school health services, counseling with students or families, psychological services, audiological services, visual training, medical or psychiatric diagnostic services, occupational therapy, physical therapy, recreational therapy, social work services, parent counseling and training, adaptive equipment, special seating, orientation and mobility training, speech therapy, music therapy, and corrective therapy.

Special Education - The provision of educational services, either in addition to or instead of regular classroom instruction, designed to meet the educational needs of students whose school learning is either hindered by handicapping condition or significantly above or below school standards. (Blankenship, C., & Lilly, M. S., Mainstreaming students with learning and behavior problems, Holt, Rinehart and Winston, New York, 1981, p. 347).

Special Education - A subsystem of the total educational system for the provision of specialized or adapted programs and services or for assisting others to provide such services for exceptional youth and children (Gearheart, B. R., & Weishahn, M. W., The exceptional student in the regular classroom, 1984, St. Louis, Times Mirror Mosby College Publishing, 3rd ed., p. 393).

Special services means:

(A) "special teaching," which may be provided by professional and paraprofessional personnel in the following instructional settings:

(i) resource room;
(ii) self-contained classroom, regular or special campus;
(iii) hospital or community class;
(iv) homebound or bedside;
(v) speech or hearing therapy class.

Speech handicapped students - Students whose speech is so impaired that they cannot be adequately educated in regular classes of the public schools without the provision of special services.

Speech only students - These are the students whose only handicapping condition is speech and who receive services from a Speech teacher. These students do not receive any other Special Education services.

Visually handicapped students - Students whose sight is so impaired that they cannot be adequately or safely educated in the regular classes of the public schools without the provision of special services.

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Level	Program/Service	Students Served	Location
Infant/ Early Childhood	Program for Visually Handicapped (VH)	VH children ages birth-2	St. Johns
	Early Childhood Program	Handicapped children ages 3-5	St. Johns
	Early Childhood Program	Handicapped children ages 3-5	Casis Elementary School
Elementary	Itinerant services (VH, AH, O & M, Speech, Adapted PE, OT, PT)	VH students	Students' home campuses
	Resource programs	Mildly handicapped students	All elementary campuses except Summitt
	Partially self-contained classes	Moderately handicapped students	45 elementary campuses
	Self-contained classes	ED students	Geographically distributed campuses
	Self-contained classes	Severely disruptive ED students	Dill Elementary School
	Self-contained classes	MR students	Geographically distributed campuses
	Self-contained transition class	13-year-old MR students	Ortega Elementary School

AH = Auditorially Handicapped
ED = Emotionally Disturbed
MR = Mentally Retarded
OT = Occupational Therapy
PT = Physical Therapy
VH = Visually Handicapped
O & M = Orientation and Mobility

Attachment 1. AISD SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS AND SERVICES IN 1985-86. (Page 1 of 6)

Level	Program/Service	Students Served	Location
Elementary (Cont.)	Self-contained 230-day program	Autistic students	Travis Heights, Pecan Springs, and Read Elementary Schools; Dill Elementary during the summer
	AISD-provided educational program in an Intermediate Care Facility for Mentally Retarded Children (ICF-MR)	Profoundly MR students, ages 3-12	Cresthaven Children's Center
Secondary	Itinerant services (VH, AH, O&M, Speech, Adapted PE, OT, PT)	Mildly handicapped students in grades 7-12 (ages 12 to 22)*	All junior and senior high school campuses
	Resource classes	Handicapped students who require special services from 1 hour to 1/2 day	All junior and senior high school campuses
	Partially Self-Contained classes	Handicapped students who spend more than 50% of the school day in special services	All junior and senior high school classes
	Academic Self-Contained classes	MR students	Four senior high high and two junior high school campuses; Clifton Center for VEH classes

* By law, school districts are required to serve Special Education students through age 21, unless the student becomes 22 during the school year, in which case services must continue for the remainder of the school year.

MR = Mentally Retarded
VEH = Vocational Education for the Handicapped

Attachment 1. AISD SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS AND SERVICES IN 1985-86. (Page 2 of 6)

Level	Program/Service	Students Served	Location
Secondary (Cont.)	Behavior Adjustment Self-Contained classes	ED students	Five senior high and five junior high school campuses
	Special Units	VH students who require more than home school itinerant services	One senior high, junior high, and elementary school campus
	Special Units	OH and OHI students	Barrier free campuses--one senior high, one junior high, and three elementaries
	Special Units	AH students who require more than home school-based itinerant services	One senior and one junior high school campus; two elementary campuses
	On-the-Job Training (OJT)	Moderately handicapped students, ages 16-22	Various job placement sites
	Regular Vocational Education	Handicapped students who need minimal assistance	Secondary campuses
	Coordinated Vocational-Academic Education (CVAE) classes	Handicapped and educationally disadvantaged students	Secondary campuses

ED = Emotionally Disturbed
OH = Orthopedically Handicapped
OHI = Other Health Impaired
VH = Visually Handicapped

Attachment 1. AISD SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS AND SERVICES IN 1985-86. (Page 3 of 6)

Level	Program/Service	Students Served	Location
Secondary (Cont.)	Vocational Education for the Handicapped (VEH)	Qualified secondary level handicapped students	Most junior high schools; Clifton Center; Rio Grande School; Austin High School
	Vocational Adjustment Class (VAC)	Handicapped students for whom on-the-job training is required for graduation	High schools; Clifton Center; Rio Grande; Mary Lee
	Project TRY (Training Retarded Youth)- Focuses on work adjustment, functional living, social/behavioral and functional academic skills	Moderate to severe Mentally Retarded students, grades 7-12 (ages 12-22)	Clifton Center
	Self-Contained Campus	Handicapped students, ages 11-22, who present severe problems to school adjustment; this is intended to be a temporary educational placement.	Rio Grande School
	Teenage Parent Program	Any student who is pregnant and has not completed requirements for graduation	Allan Elementary School
	AISD-provided educational program in a private, residential facility	Adolescents, ages 12-22	Settlement Club Home
	AISD-provided educational program in a private, residential facility	Low-functioning males, ages 18-22	Marbridge Ranch

Attachment 1. AISD SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS AND SERVICES IN 1985-86. (Page 4 of 6)

Level	Program/Service	Students Served	Location
Elementary/ Secondary	Developmental Center	Severely and profoundly retarded multihandicapped students, ages 3-21	Rosedale Elementary School
	Austin Regional Day School Program for the Deaf	AH students, ages birth-22	13 classes, one at the Austin State Hospital for ED students
	State Schools	VH and AH students	Texas School for the Blind (TSB); Texas School for the Deaf (TSD)
	AISD-provided educational program at Children's Psychiatric Unit; Adolescent Day School	Severely ED children, ages 3-14 and ages 14-22, referred through MHMR, private psychiatrists, or court commitment	Austin State Hospital
	AISD-provided educational program at a residential care facility, 11-month program	Female students, ages 8-22	Girlstown, U.S.A.
	AISD-provided educational program at a psychiatric hospital; emphasis on independent living skills	Children ages 5-22 with multiple handicapping conditions in emotional, learning, and physical areas	Mary Lee School

AH = Auditorially Handicapped
VH = Visually Handicapped
ED = Emotionally Disturbed
MHMR = Mental Health and Mental Retardation (a state agency)

Attachment 1. AISD SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS AND SERVICES IN 1985-86. (Page 5 of 6)

Level	Program/Service	Students Served	Location
Elementary/ Secondary	AISD-provided educational program at a medical facility	Students ages 5-22 with an emotional disability	Shoal Creek Hospital
	Homebound services	Any K-12 student who must be absent from the regular school for a minimum of four consecutive weeks due to illness or injury	Students' homes
	Contracted services	Severely handicapped students, K-12, for whom all other program options have been exhausted within the District	Facilities outside AISD
	Special instructional and related services	Handicapped students in private/nonpublic/ parochial schools on a dual enrollment basis with AISD	Private/ nonpublic/ parochial schools in Austin
	Psychological services*	Any student referred by a local campus is eligible for testing.	All campuses

* In AISD, the Office of Psychological Services is within the Division of Operations and Community Resources and is not actually part of Special Education although most of its services relate to the Special Education process.

Attachment 1. AISD SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS AND SERVICES IN 1985-86. (Page 6 of 6)

AUSTIN INDEPENDENT SCHOOL DISTRICT

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